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ABSTRACT

The purpose of this manual is to assist Migrant Education recruiters in effectively executing their job responsibilities. Part D of Chapter 1 of Title 1 of the Elementary and Secondary Education Act provides financial assistance through state education agencies to local operating agencies to meet the special educational needs of children of migratory agricultural workers in school attendance areas and schools with high concentrations of migratory children. Recruitment is a mandatory component of this federal program. The manual provides information in the following areas: (1) migrant education overview; (2) identification and recruitment; (3) state plan for identifying and recruiting all eligible migrant children; (4) role of the recruiter; (5) migrant recruiter responsibilities; (6) eligibility of migrant children; (7) finding the migrant children through surveys and networks; (8) interviewing the family; (9) the Certificate of Eligibility; (10) parental involvement; (11) referrals; (12) Colorado Migrant Health Program; and (13) resources (state and county agencies and organizations that help recruiters). The manual also contains a section of sample forms and instructions on completing the forms used by the migrant recruiter. Appended are: a list of crops and agricultural activities in Colorado; answers to eligibility exercises; and guidelines for the Migrant Student Record Transfer System (MSRTS) Inquiry Process Information Center. Finally, recruiting tips and a glossary of terms and abbreviations are provided. (KS)

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COLORADO

MIGRANT EDUCATION

RECRUITERS' MANUAL

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COLORADO MIGRANT EDUCATION PROGRAM

RECRUITERS' MANUAL

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INTRODUCTION

The purpose of this manual is to assist you in being more effective in your assignment as a recruiter.

Migrant Education is the only federal program that requires recruitment. The recruiter has a very important job. There are several reasons why this is so:

Children of migratory workers are often invisible. They quietly come and go and do not attract very much attention. Sometimes they attend school on their own, and sometimes they do not. If the children were not recruited, many would not be in school at all.

Because eligibility requirements are complex and often very difficult to interpret, a trained recruiter is necessary to ensure that only eligible children are enrolled in the program.

Migrant families tend to be very self-sufficient. They are not accustomed to looking outside of their own families for help. Unless they are recruited into the program, many will not seek these services.

Many migrant families do not speak English in their homes; frequently there are cultural differences between the home and the school. For these and other reasons, it is important that someone provide a link between the school and the home.

Identification and recruitment include seeking out and identifying children who potentially qualify for the program, completing the paperwork necessary to establish their eligibility and enrolling them in the program. This includes gathering information needed to enroll them into the Migrant Student Record Transfer System (MSRTS).

As a recruiter, you probably know there are many things beyond the paperwork that are necessary - services to provide and help to give - to gain the respect and confidence of migrant families. By using this manual and other techniques that work best in your area, you will be making sure that migrant children in Colorado benefit from all educational services available.

MIGRANT EDUCATION OVERVIEW

OVERVIEW

Congress created the Migrant Education Program in 1966 because migrant students are among the most educationally disadvantaged students in our nation. Their schooling is frequently interrupted as their families move about in search of work. The majority of them come from a home where another language is spoken.

For these reasons and others, many migrant children do not do well in school. The Migrant Education Program provides money for extra help for these students. Often this extra help means the difference between the students failing and succeeding in school.

CHAPTER I MIGRANT SERVICES

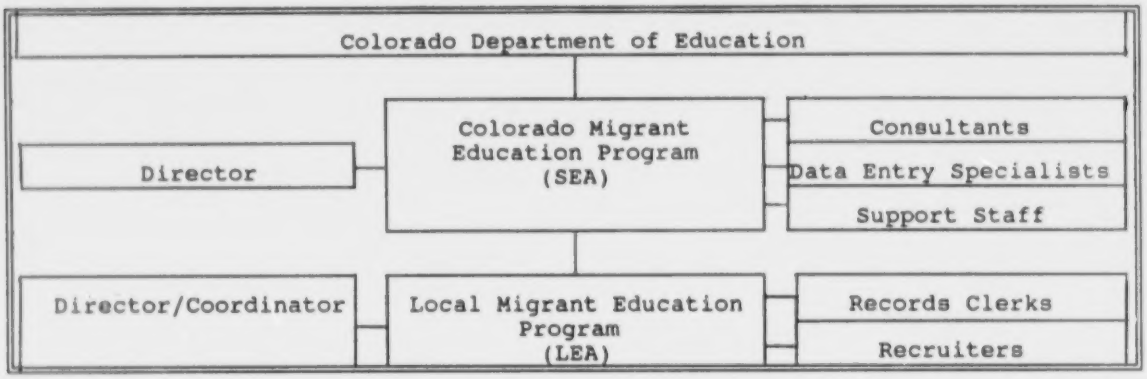
Part D of Chapter 1 of Title 1 of the Elementary and Secondary Education Act (ESEA) provides financial assistance through state education agencies to local operating agencies to meet the special educational needs of children of migratory agricultural workers in school attendance areas and schools with high concentrations of migratory children. This assistance is provided to migrant students in order to improve their educational opportunities by helping them succeed in the regular program, attain grade-level proficiency, and improve their achievement in basic skills. Legislation directs that current migratory children, ages 3-21, should be served first. The second priority is day care for siblings up to two years of age in order to serve current migratory students ages 3-21. The last priority is former migratory children who have needs demonstrated to be greater than current students.

The migrant program is a state program. Funds come directly to the state office, and the state contracts with local education agencies to provide services. Federal and state laws govern how Chapter 1 Migrant Education Program funds may be used. State-level administration responsibilities include developing a state plan, approving local program funding, reviewing local programs, providing technical assistance and coordinating support services to local programs. The state is also responsible for the identification and recruitment of migrant children and for updating information on the Migrant Student Record Transfer System (MSRTS).

Local migrant programs are funded to identify and enroll eligible migrant children onto the MSRTS, to assist in recruiting migrant children to attend school, to solicit referrals of eligible children for instructional services to supplement services received in the regular classroom and to provide support services needed by the children that could not be provided through the district. Programs may be provided during the regular school year, during the summer, or both.

In order for the above services to be accessible to eligible students, the students must first be identified. It is the recruiter's responsibility to find migrant children and youth. A Certificate of Eligibility (COE) must be completed before any services can be provided. Children and youth greatly benefit from educational services as a result of the identification and recruitment efforts.

The transfer of educational and health information is referred to as the Migrant Student Record Transfer System (MSRTS). All migrant children between 3 and 21 years of age must be enrolled in the MSRTS, a national computerized system with headquarters in Little Rock, Arkansas.



The state MSRTS office, located at the Colorado Department of Education in Denver, has consultants, trainers, data entry specialists, and support staff available to assist school/agency staff. Technical assistance for the recruiter is available from the MSRTS staff in the following areas:

- eligibility and criteria rulings
- identification and recruitment techniques, including surveying and COE completion
- surveys in nonprogram areas when migrant activity is suspected
- identification and recruitment of current migrants during high-impact times

The money for the Migrant Education Program is appropriated each year by Congress. It is then allocated to the states by a formula that is based on the number of students who were enrolled in the preceding calendar year in the MSRTS. This formula takes into account such things as the number of days each student was in the state, the average cost of educating a student in the state, and the average cost of educating a student in the nation.

Each state education agency (SEA) makes an application each year for the money. After the United States Department of Education approves the application, the money is allocated. Congress very carefully wrote the law so as to require the SEA to operate the Migrant Education Program. The SEA issues grants to local school districts to operate programs using the money, but the SEA is ultimately responsible for seeing that programs are operated according to the rules and that all migrant children residing in the state are identified.

The recruiter's assignment in identifying and recruiting eligible children directly affects the amount of money received in the state. It is a position of great responsibility and rewards.

IDENTIFICATION AND RECRUITMENT

DEFINITION

Identification means determining the presence and location of migratory children. Recruitment means securing necessary information about each child, documenting the basis of the child's eligibility, and enrolling the eligible child in the Migrant Student Record Transfer System (MSRTS). Securing the information is usually, but not necessarily, done through an interview with the child's parent or guardian.

Each SEA's migrant education program funding is dependent, in part, on both its own count of the full-time equivalent number of eligible migrant children residing within its boundaries and similar counts in each of the other states. Therefore, the annual count of a state's migratory children must be as accurate as possible.

CONFIDENTIALITY

It is crucial that confidentiality be maintained in dealing with all matters related to identification and recruitment efforts. No outside agency, firm or private citizen should be able to receive personal identifiable information on an individual migrant family through the school, unless authorized by the parent. This does not preclude education agencies from exchanging records or information about the child. These rules are in compliance with the Federal Educational Rights and Privacy Act (FERPA) of 1974:

FERPA 74 Sec. 438(b)(1)(A) (D)

(b)(1) No funds shall be made available under any applicable program to any State or Local educational agency, an institution of higher education, any community college, any school agency offering a preschool program or any other educational institution which has a policy of permitting the release of personal identifiable records or files (or personal information contained therein) of students without the written consent of their parents to any individual, agency, or organization, other than the following:

> **(A) other school officials, including teachers within the educational institution or local educational agency who have legitimate educational interests;**
>
> **(B) officials of other schools or school systems in which the student intends to enroll, upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record;**
>
> **(C) authorized representative of (i) the comptroller General of the United States, (ii) the Secretary, (iii) an administrative head of an education agency (as defined in section 409 of this Act), or (iv) State educational authorities, under the conditions set forth in paragraph (3) of this subsection: and**
>
> **(D) in connection with a student's application for, or receipt of, financial aid.**

STATE PLAN FOR IDENTIFYING AND RECRUITING ALL ELIGIBLE MIGRANT CHILDREN

In order to identify and enroll all migrant children in the state, Colorado has established a statewide identification and recruitment system operated through nine Boards of Cooperative Educational Services (BOCES) and six school districts.

Districts and BOCES That Provide Migrant Education Programs

Regular Year and Summer Programs:
Adams County 27J
Adams County 14
Mesa County Valley School District 51
Larimer County School District R-1
St. Vrain Valley School District Re-1J
Arkansas Valley BOCES
East Central BOCES
San Luis Valley BOCS
South Central BOCES
South Platte Valley BOCES
Southeastern BOCES
Weld BOCES
West Central BOCES

Regular Year Program Only:
Boulder Valley School District Re-2
Weld County School District #6

The Colorado Migrant Education Program operates in all five regions of the state having the highest impact of migrant farmworkers and requiring the vast majority of migratory labor: north-central Colorado, northeastern Colorado, Arkansas River Valley, San Luis Valley, and the Western Slope. These regions contain the 26 counties where Colorado's migrant and seasonal farmworker population work and reside. (See Appendix A for a list of crops and agricultural activities associated with each local educational agency (LEA) in Colorado.)

ASSIGNMENTS AND TRAINING

Boards of Cooperative Services and school districts (LEAs) hire recruiters to identify and enroll migrant children into the Migrant Student Record Transfer System (MSRTS). The supervision for the identification and enrollment of migrant children in the local school districts and state is done jointly by the local Migrant Program Director and state Migrant Program Consultant from the Colorado Department of Education. Recruiters also assist migrant parents in the enrollment of their children in public schools.

Recruiters continually survey their project areas throughout the year to ensure that all migrant children are identified and enrolled in the MSRTS and in school. The best time for identification and recruitment activity usually starts in March and continues until late November, when the highest influx of migrant workers occurs. Identification and recruitment activities take place year-round in all 15 migrant projects in Colorado. Recruiters work very closely with growers, local agencies and programs that serve migrant families to ensure that all migrant children are identified and enrolled in school. The nine BOCES and six school districts cover the areas where it has been known migrant children may reside.

All local Migrant Education Programs hire recruiters to identify and enroll migrant children into the Migrant Student Record Transfer System (MSRTS). The Migrant SEA conducts three workshops yearly to train recruiters to ensure that eligible children are identified. Recruiters of each migrant project are required to develop and maintain a recruiter's plan to identify and recruit eligible children.

MSRTS

Local projects are assisted by the Migrant Student Record Transfer System (MSRTS), a computerized network headquartered in Little Rock, Arkansas, that maintains records for individual migrant students. When migrant students register, academic and health records are sent to the receiving district. If necessary, information may be requested over the phone using the 800 number.

800 Number

This is a service provided by MSRTS for use by recruiters, records clerks, teachers, tutors, nurses and other personnel who need immediate information on a student. The 800 number is: **1-800-643-8258**. (See Appendix C for more detailed information.)

QUALITY CONTROL PROCEDURES

The Colorado Migrant Education Program is small enough so that every Certificate of Eligibility (COE) is checked during a program review. Every COE that comes into the state Migrant Education Program office is checked by data entry specialists, consultant and supervisor for corrections before the data entry specialists transmit to the MSRTS. Every COE is checked for proper documentation on the comment section of the COE; if additional explanation is needed it is attached to the COE.

The migrant SEA controls procedures to ensure that the eligibility error does not exceed 5 percent by checking every Certificate of Eligibility during program reviews. COEs are also checked twice before being transmitted to Little Rock, Arkansas.

The state Migrant Education Program staff checks all COEs during the regular and summer technical assistance visits and program on-site reviews of each Migrant Education Project. A random sample of parent interviews is conducted during the technical assistance and on-site visitation to ensure that the eligibility error rate does not exceed 5 percent.

COLORADO DEPARTMENT OF HEALTH

During the summer, further assistance is provided to local programs by the Colorado Department of Health. A contractual arrangement between the two departments, health and education, allows comprehensive health screenings for all migrant school enrollees, treatment and follow-up for identified health problems, preventive dental services and health education. A report detailing screening outcomes, diagnostic data, the health education curriculum and activities and financial resources may be obtained from the Colorado Department of Health, Migrant Health Program, by calling (303) 331-8450

ACCIDENT INSURANCE

Local migrant summer programs provide accident insurance for migrant students enrolled in the program. During the regular school year, this coverage is provided by the school district. Each local program makes its own arrangements

for coverage.

SERVICES PROVIDED

Instruction is provided to migrant students according to their individual needs. Primary areas are reading, English for limited English speakers, language arts and mathematics. In the summer the major instruction areas include vocational/career education, dental instruction, physical education, health education and safety, arts and crafts, swimming instruction, social studies, music and science.

Students in the Migrant Education Program have a variety of language backgrounds and instruction must be tailored to meet the students' needs. Language abilities are determined through a variety of methods, including Language Assessment Scales, Idea Language Proficiency Test, teacher observation and informal oral assessments.

An essential part of the Migrant Education Program is to provide support services to those students who are in need. During the regular year most support is given through social work and guidance services. Limited transportation and nutrition assistance also is provided. During the summer program, such support services greatly increase and medical and dental care are provided to most migrant children. Other support services are home visits, pupil services, referrals for emergency housing assistance, food stamps, clothing and eyeglasses.

Secondary instruction is an important element of the summer Migrant Education Program, especially in meeting the challenge of improving educational opportunities, helping students attain grade-level proficiency and increasing the basic skills of older migrant students. Services utilized in secondary programs in Colorado include tutoring (at school and at home), day and night instruction, and the Portable Assisted Study Sequence (PASS), and a study-packet program (available for junior high students as Mini-PASS).

STAFF

Migrant programs are staffed by instructional (certified and non-certified), administrative, clerical and support personnel.

In addition to staff funded directly through migrant programs, personnel supported by other funding sources, particularly the Job Training Partnership Act (JTPA) and Head Start, supply services to migrant students. Serving primarily as aides in classrooms, full-time equivalence (FTE) staff are provided through other programs, with most funded by the JTPA. Workers also serve as aides in the office, kitchen, on the health team or in other capacities.

During the regular year, classroom assistance, book distributions, holiday activities, field trips, scholarship fund-raisers and a wide variety of other services are provided through parent, adult and youth volunteers.

PARENT INVOLVEMENT

Parents are the cornerstone of migrant education, and increasing parental involvement is a major focus for local programs. Each program is required to have a Parent Advisory Council (PAC) to advise it and to ensure the parents' involvement in activities such as family nights, carnivals and potluck dinners. Local program activities may include parent training. Some projects coordinate parent involvement workshops with Chapter 1, English Language Proficiency Act (ELPA) and bilingual education.

COORDINATION WITH OTHER AGENCIES

Regular and summer programs also coordinate with state and local agencies to assure that a broad range of services is available to migrant students and their families. Local projects coordinate with the JTPA and Community Block Grants. Many services involve coordinating referrals of families for assistance, providing transportation and obtaining assistance from agencies in identifying newly arrived families. Common sources include community service agencies such as Caring Ministries, Rocky Mountain Service Employment Redevelopment (SER), Lions Club, food banks, and the following:

Colorado Department of Health
Colorado Department of Social Services
Employment Services
Legal Aid
Salvation Army
Churches
Hospitals and clinics
Day care centers

See the "Resources" section in this manual for more information on specific agencies.

DISSEMINATION

It is important that migratory families and the community be aware of the educational and support services that local migrant projects offer. Migrant personnel disperse information to the public by direct mail, home visits, oral presentations, personal contact and videos. In addition, Colorado programs make wide use of newsletters; school and local newspapers; brochures, leaflets, and posters; and television and radio announcements.

ROLE OF THE RECRUITER

Recruiting migrant students is not easy. The job requires an unusual combination of talents. He or she need to be a unique combination of researcher, social worker, salesperson, and public relations representative.

CHARACTERISTICS--WHAT RECRUITERS SAY

When asked about qualifications, recruiters across the nation indicated that a good home visitor has the following characteristics:

Personal Qualities

- Self-starter
- Down to earth
- Empathic
- Persistent
- Patient
- Bold

Learned Skills

- Has a great desire to help families
- Teaches families to do for themselves
- Sets realistic limits for helping people
- Doesn't make promises that can't be kept
- Is sensitive to cultural differences
- Knows the community and dresses appropriately
- Will work flexible hours and under time constraints
- Has communications skills and uses them
- Can deal with people at all levels
- Develops a good relationship with schools
- Has knowledge of social agencies in the community
- Has faith in education

CHARACTERISTICS--WHAT ADMINISTRATORS SAY

Administrators at all levels were also asked to single out some outstanding qualities of recruiters. These, in addition to the above list, are desirable in an efficient recruiter:

- Enjoys the work and has people skills
- Controls emotional involvement
- Respects families
- Has communication skills to deal with educators and with other professionals
- Has the ability to identify, assess and evaluate a problem in order to determine a possible solution
- Has the ability to apply legal guidelines to the family to determine eligibility
- Understands the migrant lifestyle and culture
- Is diplomatic when working with others
- Has the ability to handle paper work accurately and on time
- Is honest and fair
- Is open to learning

MIGRANT RECRUITER RESPONSIBILITIES

DUTIES

1. Interview selected people to explain the recruiter function, open communication channels and obtain cooperation. People to be interviewed include all of the following in the area to be served: school attendance officers, principals of all public schools, superintendents, farm labor office managers, key growers, field supervisors for sugar beets, County Health Department personnel, leaders of local religious programs serving migrant people, school bus supervisors and drivers and others.

2. Obtain information, by means of interviews and community contacts, about all community services open to migrants. Know locations, hours of operation, phone numbers, names of key people and fee schedules for all services. Record this information for reference.

3. Map the areas served by the school district with all known migrant housing marked.

4. Tour migrant housing regularly. Identify all migrant families (those crossing school district lines overnight or longer in order engage in farm labor or food processing labor). Interview families to let them know what services are available. Inform them about local ordinances and fees for services where required, and obtain from them information needed by the school district, the Department of Education and other service agencies or organizations. Explain the school program for migrant children to each family. Provide aid as needed for shoes, clothing, school supplies, etc. Arrange for school bus stops as needed. Do everything possible to get children into school.

5. Visit classes of migrant children as often as possible and discuss learning problems with teachers; then communicate appropriate information to parents. Check on vision and hearing screening, medical and dental checkups, etc., and arrange for needed visits to clinics, dentists, and so on. Provide transportation directly and/or through volunteer services. All cars should be covered by liability insurance.

6. Maintain proper records and information as it relates to the job tasks and activities.

7. Prepare a list, when applicable, of migrant dropout students to be placed on file at the local education agency (LEA).

8. Network with other agencies providing services to migrant students to ensure a coordinated service-delivery system.

9. Recruit out-of-school students into educational programs.

10. Submit a Quarterly Status Report to the MSRTS Coordinator, Colorado Department of Education, Migrant Education Program, 201 East Colfax, Denver, Colorado 80203.

The recruiter must also become familiar with program information that will make the job of recruiting easier. It is important to learn the following:

- National Migrant Education Program history and goals
- State Migrant Education Program orientation
- Services of the MSRTS office

- Federal and state guidelines pertinent to identification and recruitment
- How to conduct a survey, make referrals, facilitate social service needs
- The reality and effects of migrancy
- The overall structure of the project's program and the individual local services provided
- The role and responsibilities of the recruiter, including amount of time funded to conduct identification and recruitment activities
- Interviewing techniques, including eligibility and COE completion
- Communication and interpersonal skills training
- Understanding of ethnic and cultural needs
- Reports, forms and work schedules
- Interagency cooperation and coordination
- MSRTS and Accident Insurance Program
- Existing social services and process for obtaining these services
- School district or agency policy on school attendance and graduation requirements
- School district high impact periods, crops, type of migrant labor needed, employers of migrant laborers, housing available, etc.

SPECIAL ROLE

In addition to identifying migrant students, the role of the recruiter as ambassador is very important. You serve as a liaison between the family, the school district and the community. It is essential to establish and foster communication. As ambassador, you represent the school system to the migrant families. As communicator, you are a problem solver and advocate. Bringing the migrant parents and the school system closer together is one of the objectives accomplished by increased clear communication. To communicate effectively, you must understand the parties involved. Advocacy is a key aspect of your role. You facilitate the exchange of information that makes it possible for migrant children to receive services.

MANAGING TIME

Effective use of time is really just a matter of getting organized, developing a plan, and then following the plan. It is to your benefit to plan each day, week, and month and to have your year mapped out as well. A recruiter's job is full of surprises and unexpected events. If you are well organized, you will be able to take any changes in stride as you work toward your goal of recruiting all eligible migrant children.

The most important tool for managing your time is your calendar/appointment book. Get one that is convenient and easy to use--and use it!

Plan your year. - Look ahead and consider the yearly cycle of activities connected to your job. There will be times of the year when you are busier than at others. Plan to take vacations and catch up on office work during slack times.

Plan your month. - Use your calendar to plan ahead and make note of holidays, conferences, inservice training and other scheduled activities. Then you can plan your work days around them.

Plan your day. - When starting your work day, write down everything needing to completed that day. Next to the list write numbers to indicate priority. It is important to determine, foremost, what needs to be accomplished first. If only one task could be completed, which one would it be? When doing this,

only one task could be completed, which one would it be? When doing this, keep in mind that home visits are made best in the midday or evening when the family is available.

Plan for travel time. - In planning the work day, remember that the surveying and active identification and recruitment trips take a longer time because of the driving involved. Most of the time, more than one family may be visited when heading in a particular direction. Plan accordingly; this will certainly be a time saver.

Be prepared. - Always carry with you the forms and supplies that you normally need and use: pens, COEs and other forms, program brochures, lists of agencies, maps, and so on.

Samples of forms that will make your job easier are gathered in the "Forms" section at the back of this manual. The more organized the data is, the easier it is to find and to present at the time of program monitoring.

QUARTERLY STATUS REPORT

The Quarterly Status Report (QSR) must be completed three times during the regular year and once during the summer. The form and instructions for completion are in the "Forms" section of this manual. It is very important that this form be completed accurately each quarter as each local migrant program's funding is partially based on this report.

ACTION FORM

This is a courtesy from one recruiter to another. When a family leaves your area to move within Colorado (and you are aware of their destination), send an Action Form to the recruiter of the appropriate area.

ELIGIBILITY OF MIGRANT CHILDREN

INTRODUCTION

All children who are determined to be eligible may be counted for the purpose of state allocations and served with Chapter 1 Migrant Education Program funds if they are at least 3 and not more than 21 years of age. Those eligible to be counted or served do not include children who have graduated from high school.

CURRENTLY MIGRATORY

A currently migratory child is one whose parent or guardian is a migratory agricultural worker or a migratory fisher and who moved within the past 12 months from one school district to another to enable the child, the child's parent or guardian or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity.

Therefore, a child of a parent or guardian who is a migratory worker is eligible for the migrant education program if:

1. that child moved with or to join a parent or guardian who moved to obtain qualified employment;

2. that child moved with or to join a parent, guardian or member of the child's immediate family to enable the child to obtain qualifying employment; or

3. the child moved to obtain such employment annually after having previously qualified as migratory.

Interstate Migrant

An interstate migrant is one who has moved across the state boundaries within the past 12 months in order to enable the child, the child's guardian or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity.

Intrastate Migrant

An intrastate migrant is one who has moved across school district boundaries within the state within the past 12 months in order to obtain temporary or seasonal employment in an agricultural or fishing activity.

In either case (intrastate or interstate) the children qualify under the currently migratory definition as long as the move was made within the past 12 months.

FORMERLY MIGRATORY

A child who once has been determined to be currently migratory may, with the consent of his or her parents or guardian, be counted and served as a formerly migratory child for up to five years after that child has ceased to migrate. Consequently, any determination of a child's eligibility must be based on a written record of the reason for concluding that the child has met the legal definition of a currently migratory child at least once during the past six years.

STATUS CLASSIFICATION

Now that the definitions for interstate currently migratory, intrastate currently migratory, and formerly migratory have been explained it is also necessary to know that each of these classifications is assigned a status. Status is based upon the family's movement for agricultural or fishing employment and the length of residency since their last qualifying move.

Migrant Status 1 Interstate, Agriculture/Horticulture: One who has moved into a state within the last twelve months to obtain temporary or seasonal employment in agriculture/horticulture.

Migrant Status 2 Intrastate, Agriculture/Horticulture: One who has moved within a state across a school district boundary within the last twelve months to obtain temporary or seasonal employment in agriculture or horticulture.

Migrant Status 3 Formerly Migratory, Agriculture/Horticulture: A status 1 or 2 child who after a twelve-month period has ceased to migrate for agriculture- or horticulture-related activity.

Migrant Status 4 Interstate, Fishing: One who has moved into a state within the last twelve months to obtain temporary or seasonal employment in fishing activities.

Migrant Status 5 Intrastate, Fishing: One who has moved within a state across district boundaries within the last twelve months to obtain temporary or seasonal employment in fishing activity.

Migrant Status 6 Formerly Migratory, Fishing: A status 4 or 5 child who after a twelve-month period has ceased to migrate for fishing-related activity.

THE MOVE FROM ONE SCHOOL DISTRICT TO ANOTHER

Any move from one school district to another involves more that just travel. It means a change of residence from one location, which may be either the migratory worker's permanent home or a temporary place of residence established while the worker was looking for employment, to a location in another school district.

A worker or a child may be considered migratory if he or she moved to enable the child, parent, guardian or member of the immediate family to obtain qualifying employment. The requirement concerning the reason for the move is considered to have been met if:

1. the worker, as a result of the move, is engaged in qualifying employment; or

2. the worker or a child of the worker moved seeking to obtain qualifying work, which he or she believed might be available, but upon arrival in the school district found that it was not available and, consequently, became unemployed or engaged in nonqualifying work; and

3. the worker plainly did not move to the district for the purpose of relocating there on a permanent basis.

DEFINITION OF PARENT AND GUARDIAN

The term "parent" is not defined in the regulations. It can refer either to the child's natural parent, or to the legal adoptive parent if the child is adopted. "Guardian" is defined in the regulations:

Guardian means a person who

1. Has been appointed to be the legal guardian of a child through formal proceedings in accordance with the State law;
2. Is standing in the place of a parent to a child.

Establishing who is the parent or guardian of the child is important for two reasons; to determine eligibility and to document key identifying data about the child.

Determining Eligibility

For the child to be eligible for the migrant program, the child's parent or guardian must be a migratory agricultural worker or fisher. The child can have made a move with or to join either a parent or a guardian. The guardian can be anyone "standing in the place of a parent to a child." This does not have to be a formal arrangement. Anyone with whom the child is living could qualify as guardian.

For the purpose of establishing eligibility, determining who is the parent or guardian is not normally difficult. If the child moved with or to join someone else who was standing in the parent's place, that person is the guardian.

Documenting Key Identifying Data

In order to uniquely identify each migrant student on the MSRTS data base, certain identifying data such as the child's legal name, gender, birth place and the legal parents' names must be entered. If any of this information is missing, it could result in a duplicate ID being created for the student.

Quite frequently the child is not living with both legal parents. Sometimes he or she is living with one legal parent who is living with a different spouse or with a boyfriend or girlfriend.

You must take care to not get into issues that offend the family. You should not be concerned with the relationship of the current parents. Ask for the legal parents' names, and write down what the parent tells you. Then ask for the current parents' names, and do the same.

TEMPORARY OR SEASONAL EMPLOYMENT

Seasonal employment means performance of a seasonal activity. A seasonal activity, whether agricultural or fishing, can easily be determined as it is an activity dependent upon natural cycles. For example, in agriculture, planting, cultivating, pruning, harvesting and related food processing are seasonal activities. In commercial fishing, planting and harvesting of clams and oysters, fishing during seasonal runs of fish, etc., are seasonal activities.

Temporary employment is the performance of work or tasks related to agricultural or fishing activities that are not permanent and that usually last no longer than twelve months. Making a determination that a temporary activity is qualifying becomes more difficult the further removed the activity being performed is from the qualifying "peak seasonal" employment period associated with natural growth cycles. This is because work that is not associated with natural growth often can be either temporary or permanent. To define temporary employment as work that is not permanent would be uninformative. Temporary employment, however, does not always have beginning and ending dates at particular times of the year. Mending fences, digging irrigation ditches, plucking chickens and other activities not dependent upon

a natural cycle of events may occur at any time and be for any length of time during a year. Therefore, they can be either permanent or temporary. The production of meat and poultry, dairy, and packing plant may also involve seasonal activities; for example, turkey production increases significantly in preparing for the consumer demands of Thanksgiving.

In a wide variety of situations employment readily can be determined to be temporary or seasonal. Sometimes, however, although employment may be available to a worker on a year-round basis, the employment may still be temporary in the sense that, perhaps because of working conditions or intermittent periods of slack demand, the worker does not intend to remain at the job permanently or otherwise is not likely to do so.

The SEA makes eligibility determinations and may use one or more of the following conditions to arrive at the determination as to whether a particular agricultural or fishing activity qualifies as temporary employment.

1. The activity itself has a clearly defined beginning and end (for example, digging ditches, making packing boxes, building fences) and is not one of a series of activities for the same employer that is typical of continuous employment.

2. The employer establishes a time frame for completion of a worker's tasks.

3. An industrial survey establishes that, despite the apparent permanency of the work, the nature and history of the tasks are such that these jobs may be considered to be temporary. The industrial survey must be based on a worksite with employment practices that are comparable to the one at which the worker is employed and must demonstrate a significant probability (above 60%) that the worker will leave the place of employment within eighteen months. The survey should include a review of past employment records for evidence of a high degree of turnover, frequent lay-offs without pay, a high incidence of part-time employment or few or no opportunities for full-time employment. The survey must be updated by the SEA at least once every two years.

   The SEA may wish to survey any agricultural or fishing industry within the state to establish a record basis for determinations that employment at specific sites is "temporary." Specific businesses, at varying locations in the state, in the same agricultural or fishing activity may have differing employment practices. Therefore, individual surveys may sometimes be necessary. The survey record should at least include the name of the industry, the names of companies surveyed, data relating to the duration of employment by type of job that was reviewed, the types of jobs or tasks that are considered temporary and the rationale for the determinations that the jobs are temporary.

4. The agricultural or fishing work might be permanent, but the worker clearly demonstrates that he or she does not intend to perform the tasks indefinitely.

In order to focus on the employment situation of the worker being interviewed, the recruiter should first determine on the basis of interviews whether or not the work is likely to be available on a year round basis (items "1" and "2" above). Other information (items "3" and "4" above) should be considered in any case involving a determination that a particular type of potentially year-round employment is <u>temporary</u> and should be carefully documented so that the reasons for the determination can be readily understood.

AGRICULTURAL OR FISHING ACTIVITY

According to the Federal Register, "Agricultural activity" means:

1. "Any activity directly related to the production or processing of crops, dairy production, poultry, or livestock for initial commercial sale or as a principal means of personal subsistence."

   The "production" of crops, dairy products, or animals includes, among other things, planting, cultivation, or harvesting of crops* or the preparation of land for such activities, raising or milking of dairy farm animals, gathering of eggs and raising of livestock for eventual slaughter (but not for sport or recreational use). Planting, cultivation, and harvesting of fruits and vegetables (apples, oranges, grapes, tomatoes, potatoes, celery, etc.) are the major activities that employ migratory workers.

   "Processing" includes activities such as transporting to the processor, storing, refining, canning and freezing. It also includes the processing of any part of a crop, dairy object or animal (e.g., cotton seed pressing that is performed after cotton ginning, or processing of animal organs).

   "Initial commercial sale" occurs after the last processing stage of the product. Persons who own their own trucks, and who use them to perform work "directly related" to production or processing, are engaged in an "agricultural activity" for purposes of the Chapter 1 regulations.

Examples of Activities Involving the Production of Crops in Colorado

* Planting - corn, onions, fruit trees
* Cultivating - zucchini, beans, asparagus, beets
* Pruning - trees
* Thinning - sugar beets, tomatoes, potatoes
* Weeding - lettuce, tomatoes, celery, grains
* Fertilizing - peas, apple trees, lettuce
* Irrigating - squash, carrots, tomatoes, fruit trees
* Harvesting - picking or gathering of products, agricultural and fishing

In addition to foods and fiber, the term "crop" includes nursery plants, Christmas trees, flowers, turf, fibers and similarly grown items.

2. "Any activity directly related to the cultivation or harvesting of trees."

"Cultivation or harvesting" includes many different activities, such as soil preparation, planting, tending, pruning and felling, Christmas tree cutting and bundling and planting of tree seedlings for restoration of forests. Normally, once the trees are ready to be transported from a harvesting site to a processor (sawmill), a sufficiently direct involvement in cultivation or harvesting ceases to exist and the activity no longer qualifies as "agricultural" (as per the program regulations). Moreover, the processing of trees (at the sawmill) may not be considered as an "agricultural activity" within the meaning of the Chapter 1 regulations. Therefore, any activity directly related to the processing of trees would similarly not be an agricultural activity.

One exception to this rule concerns persons who transport the trees to the processor and who are employed by the same person or firm engaged in the cultivation or harvesting activities. This exception is a matter of convenience since in these situations it may be very difficult to differentiate among employees performing different kinds of work.

3. "Any activity directly related to fish farms."

A "fish farm" is a tract of water reserved for the artificial cultivation of fish or shellfish, such as catfish, eels, oysters or clams. The fish are artificially cultivated rather than caught in open running water as they would be in a "fishing activity."

4. "Any activity directly related to the catching or processing of fish or shellfish for initial commercial sale or as a principal means of personal subsistence."

"Personal subsistence" includes both the worker's (and family's) direct personal consumption and incidental sale of the agricultural or fishing products.

Producing or processing a product for initial commercial sale may occur at the same site or at multiple sites. In isolated instances, the refinement process of a product may occur at the site where the product is produced.

"Processing" ends at the point where the crop, dairy product, poultry, or livestock ceases to be recognized as the entity that began to be processed and becomes part of a more refined product (e.g., potato soup, apple pie, macaroni and cheese, chicken pot pie, beef stew, etc.) or when the product (fresh packaged chicken, bagged grapefruit, boxed broccoli) is readied for sale to the wholesaler or consumer.

"Initial commercial sale" occurs at the conclusion of the processing activity, when the product or processed product is sold (1) for refining to the next stage processor, (2) to the wholesaler, (3) to the retailer or (4) directly to the consumer.

For example, there may be two types of poultry processing plants, one receiving live birds and one receiving slaughtered birds. Both are eligible to be considered as sites for qualifying work in connection with recruiting of children for the Migrant Education Program, since the two plants are engaged in two parts of a continuous process.

ELIGIBILITY EXERCISES

Answer "yes" or "no" to each of the following questions regarding eligibility and explain your answer based on the information provided. Answers are provided in Appendix B.

1. Four El Salvador families were transported directly from El Salvador to Fort Morgan to seek refuge. Upon arrival, they began working in a food processing plant. Are the children eligible?

2. The Lozano family has lived in Texas for the past six years. Mr. Lozano moved to Grand Junction, Colorado, on June 1, 1989, to seek work picking cherries. Mrs. Lozano and her three children moved on September 5, 1989, to live with her husband in Grand Junction. Do the Lozano children qualify? If so, what date would be listed as the last qualifying move (LQM) date?

3. A family moved from Laredo, Texas, to Alamosa, Colorado, on April 4, 1988, to cut asparagus. A COE was not completed in Alamosa. On June, 6, 1989, the family moved to Lamar to enable the father to become a janitor at the school. Is the family eligible?

4. The Smith family moved on August 20, 1988, from Albany, Oregon, to Montrose, Colorado, to seek employment picking apples with two of their three children. On August 30, 1989, the third child moved from Albany, Oregon, to Montrose to join his parents. Does the third child qualify? Explain why or why not and indicate the action to be taken.

5. Three children, ages 18, 15, and 10, migrated on their own from Texas to Pueblo, Colorado, to work in the asparagus harvest. The two younger children enrolled in school. The eldest would like to enroll in the night school program. Do all three children qualify for the migrant program? Why or why not?

6. Mr. and Mrs. Jackson and their two children migrated from San Jose, California, in June 1989 to thin beets in Brighton, Colorado. In August 1989, Mrs. Jackson gave birth, while living in Brighton, to a third child. Does the newborn qualify for the migrant program?

7. A migrant family moved from California to Longmont, Colorado, in February 1989 to cut asparagus. During the recruiter's interview, it is discovered that the reason for the early-season move to Longmont was because there was no work in California. Is the family eligible?

8. Mr. and Mrs. Villarreal moved with their five children to Colorado to cut asparagus. At that time, four of their five children were identified and certified to receive migrant program services. Three years later, their youngest child entered kindergarten. During enrollment, it was discovered that although the child has made the qualifying move, she had not been certified eligible. Is the child eligible?

9. The Martinez family moved from Laredo, Texas, to Boulder, Colorado, on August 5, 1988, to seek work picking chilies. On October 10, 1990, the family moved to Longmont for housing purposes only. Does this family still qualify as migrant? If so, what changes would be made on the COE?

10. On April 4, 1990, the Duran family moved from Ft. Collins to Ft. Morgan to work on the Excel packing plant. Does this family qualify as migrant? If so, what would their status, activity, and LQM be?

FINDING MIGRANT CHILDREN

Finding students who might qualify for the program is the most basic of your duties. An effective recruiter does not passively sit back and recruit only those students who come to the school. To search out families who might qualify for the program, you must survey your area and build a network of people to help you.

SURVEYING

A survey is a means of collecting information that may be used to identify migrant students. This section will provide guidelines on HOW TO IDENTIFY migrant families by describing various types of surveys.

Types of Surveys

There are three basic ways to identify migrant families:

- In the school
- In the field
- In the community

Knowing the Area

What to know about your area:

1. Identify the migrant activity - horticulture or fishing related activities.

2. Know the industry. What kinds of jobs make up the migrant activity, who are the migrant employers, and so on.

3. Know the migrant cycle. When do migrants come to your area, how long do they stay, and so on.

4. Know where the migrant laborers live.

5. Know what agencies serve the migrant population, and establish working relations with their staff.

When to Conduct a Survey

A field survey is most often conducted prior to and during the periods of high employment in agricultural, horticultural or fishing activities and when an influx of migrant families occurs in that area.

School and community surveys are conducted on an ongoing basis throughout the project period.

Surveying in the School

New Enrollments - Important sources of information for the home-school consultant are the records of new enrollment in each plant within the school district or agency. An arrangement should be made in each district or agency regarding access to this information.

Look for these in new enrollments:

1. places of employment

2. history of change of residence (has family been in the district before?)

3. occupation of parents

This enrollment screening should be conducted with discretion. It is not intended to embarrass youngsters or parents. Use a sensitive approach when determining eligibility.

It is suggested that:

1. district or agency enrollment or registration forms include a space for indicating whether any moves have been within the past six years, or

2. a paper screening (see below) be administered at the time of enrollment in school.

Once you have reviewed each new enrollment and determined that the student may qualify for Migrant Education Program services, you should schedule an interview with the parents.

Paper Screening - A paper screening may be administered through the use of a questionnaire to identify migrant students 1) upon enrollment or 2) who may have made a qualifying move within the past six years but were not identified upon entering the district or agency. This method is especially useful when conducted by new home-school consultants and/or when a Migrant Education Program has first been initiated. A simple paper screening is most successful when used in elementary grades, where students would be instructed to have a parent or guardian fill out a questionnaire and return it to the teacher. It is helpful to use this in conjunction with or included in other district- or agency-wide announcements or surveys. The following forms in English and Spanish are samples that have been developed for this purpose.

Classroom Survey - In the middle and high school grades, where students have developed a reasonable degree of understanding and responsibility, it is possible to conduct an oral survey of the class to determine possible migrant status:

1. Have you or your family moved within the past six years?

2. Did the family cross school district boundaries?

3. Was the move made for the purpose of seeking or obtaining agricultural, fishing or related employment?

If any students answered yes to all three questions, the school or agency staff member would list those students' names. Based on these referrals, the recruiter can then schedule a visit with the student's parent(s) or guardian(s) to determine eligibility.

Surveying in the Field (Employer Survey)

Farmers/growers, plant managers, field foremen and employment agencies are contacted in a survey conducted to find out where migrant people are employed. These employers/resources can provide valuable information, may open their personnel lists (of names and addresses) to you and/or may be able to help make contact with their employees. It is very important to establish good working relations with these people prior to periods of high employment. A comprehensive explanation of the Migrant Education Program, its goals and services and of the recruiter's role should be provided to these resource persons. Growers' associations and state agricultural and fishing groups are also valuable resources for identifying where migrants are employed or if they

are self-employed (in the fishing industry, for example).

Employers will generally help you when they can. The best time to approach them is during the slack season, if there is one. Make an appointment ahead of time and be prompt. Find out what types of work are available, how many workers are hired, and when the work is available. If the employer agrees to help, leave your name and telephone number so you can be contacted when workers start arriving.

Ask if you can recruit on the work premises, and, if so, what restrictions and conditions you must meet. Ask to put up posters and distribute program literature on the work premises.

Once communication has been established with employers, maintain contact to make sure they don't forget the program.

Housing Survey

A part of the rural areas survey includes a search to locate migrant housing. Some housing is made available by farmers/growers for agricultural migrant worker (labor camps, housing units). Other areas where migrant workers might live are low income housing units or neighborhoods, mobile home parks, old farmhouses, and older apartments and hotels. The names and locations of migrant housing should be logged and mapped. The local health department may have lists of camps and their locations. The state Department of Labor and Employment makes routine inspections of housing units and labor camps to review occupational health hazards. For information purposes, you may wish to call state and local agencies such as the departments named above. These agencies normally can be found in the phone book under city, county or state agencies.

Surveying in the Community

You can benefit from establishing lines of communication with local agency and organization personnel. These resource people can help in identifying migrant families. Any information obtained from agencies should be handled with strictest confidentiality.

Agencies that may be contacted are:

Department of Social and Health Services
Department of Labor and Employment
Employment Security
Housing Authority
Chamber of Commerce
Churches
Farmworker unions
Day care centers

These contacts enable you to receive information on where and when to identify migrant families and to set up working relationships that will facilitate the referral process. You may obtain information from the phone directory. It is helpful to call the department head and obtain the name and phone number of someone who could assist in referral efforts.

Informal community sources include migrant families already enrolled in the program, informal community leaders, and local businesses patronized by migrant families (grocery stores, laundromats, service stations, and so on).

BUILDING A RECRUITING NETWORK

Many people in the school system and in the community who would be willing to help identify children if they just knew what to do. If you can find these people and teach them what to do, a network of "eyes" and "ears" will be established to greatly increase your ability to find children.

The people who make up the recruiter's network cannot recruit students. That is your job. The role of the "networker" is very important but is limited to gathering information for you.

School Board Members

In any educational organization, the ultimate responsibility rests with the board of trustees. If the trustees become convinced that recruiting all migrant students is important, they will see that you receive all the support you need.

Work with your project director to enlist the support of the school board members. Some carefully prepared presentations to them could pave the way for working with all other school system employees. The superintendent should be present at the presentation to the school board.

Administrators

The key to working with educational units is the administrator in charge. At the very least, you must make the acquaintance of this person and gain permission to enter the building and work with staff members.

School Secretaries

The school secretaries are important members of the recruiting network. When setting up the screening procedure previously outlined, it is up to the school secretary to follow up with calls to the recruiter each time a potentially migrant student enrolls. To gain the full cooperation of the secretary, enlist the support of the school principal.

If the secretary is not already familiar with the program, explain it and how it helps the migrant children. The more the secretary knows about migrant education, the more support you will receive.

Migrant Educational Staff

Migrant staff members should be the most knowledgeable about the eligibility requirements. This should be a component of their training. Of course, it is not their job to do your recruiting but they need to know the requirements a student must meet in order to receive their services.

Migrant staff should always be alert to situations with the children they have contact with. Children might talk about a new family that just moved in next door. Children already in school might say something that could alert staff members to the possibility that they are migrant and have somehow been missed. When this occurs, staff members should immediately think of the recruiter and give you a call. It is important that they know who you are and how to contact you.

Classroom Teachers

Classroom teachers can provide you with much the same kind of help as the migrant staff, although you cannot expect them to be as knowledgeable as the migrant staff about the program. One way for you to make yourself known to the classroom teacher is to take some time at a faculty meeting to explain

about the program, about eligibility and about how others might help. The best time to do this is at the beginning of the school year.

School Bus Drivers

Bus drivers know where all of the migrant children live, but they may not know that the children are migrant. If they know what the definition of a migrant is, they can tip you off when they sense that a family meets the qualifications.

At the beginning of the school year, you should arrange to meet with the bus drivers. They need to know what to be looking out for and how to contact you. Periodically follow up to see if they have any leads and to remind them to keep their eyes open.

FOLLOWING UP

When someone gives you a lead or a referral, follow up on it quickly. If not, the family might move and the referral may be lost. The person who made the referral may become discouraged if he or she sees that nothing comes of it.

A prompt response to the person making the referral and letting him or her know what the result of the referral was will ensure more referrals. If people do not know that they are doing you some good, they will lose interest quickly.

SUMMER VS. REGULAR TERM

If your district has both a regular-term program and a summer program, one can be at the heels of the other, requiring you to deal with both at the same time. You need to look ahead and plan accordingly when approaching the end of one program and the beginning of the other. Oftentimes recruiting for one program helps in the recruiting of the other.

RECRUITING OUT-OF-SCHOOL CHILDREN

The migrant program federal regulations state that all children, ages 0 through 21, eligible for the program must be enrolled in the MSRTS data bank system. The federal regulations have further determined school-age children to be between the ages of 3 through 21. This age group generates FTE funding for LEAs when they are enrolled in school.

Whenever a student between 3 and 21 does not enroll in school, he/she becomes known as an out-of-school student. The student should be identified and enrolled in the MSRTS Not Attending identification code annually.

This student population has very special needs. To locate these youth, remember that they may be living alone or with others of similar age. You may develop some leads by driving around the community and observing places where these youth may gather. For example, you may find not attending youths in laundromats, video arcades, shopping malls, record stores, singles housing complexes, and adult education classes. You might want to leave posters at these locations with your name, address, and telephone number. When you interview these youth, ask if they know of others who may be out of school and may qualify for the program.

You may find it useful to have brochures and other information on programs available when identifying and recruiting these youth. The social services directory is one starting point to begin identifying services and programs in the youth's community.

A national program especially funded for migrant youth is the High School Equivalency Program (HEP). There are several of these programs in Colorado. The program may be residential or commuter based. Its purpose is to provide individualized instruction to enable participants to take the general education diploma (GED). The GED may be taken in English or in Spanish. The program also offers guidance regarding opportunities to continue post-secondary education. Program participants are provided with daily classes, instructional materials, GED test fees and stipends for full-time students.

INTERVIEWING THE FAMILY

Once identified, the migrant family needs to be interviewed. The personal interview is conducted, preferably at the home, to verify eligibility, complete the Certificate of Eligibility and enrollment form, and explain the Migrant Education Program and its services. The Health Data Entry Form (HDEF) is also filled out at this time. It is important to begin building rapport and developing a one-to-one relationship with the parents at this time.

INTRODUCE YOURSELF AND THE PROGRAM

- Identify yourself properly (name, position, district) to the family. Explain your function and your reason for visiting the home.

- Put the family at ease by explaining the potential benefits of the program. Explain that your visit has no bearing on other federal or state services such as immigration, public assistance or collection agencies.

- Be friendly and courteous at all times.

- A sample introduction might be: "Hello, my name is _____. I am a home-school consultant, and I work with _____ school district/agency. I would like to explain the services that the _____ _____ school provides that might help your children. Are you familiar with the Migrant Education Program? This program is not associated with any other federal or state office." (Expand if necessary.)

  Explain that the information obtained is used by school officials for school purposes only. The program offers assistance to children who move from place to place and whose education is interrupted because the family moves seeking work in agricultural or fishing.

  Continue: "Would you like to know more about the program to see if you are eligible for services?"

CONFIRM ELIGIBILITY/EXPLAIN THE PROGRAM

- Ascertain eligibility. For example:

  "To be eligible, the child must have moved with a parent, guardian or member of the child's immediate family for the purpose of seeking or obtaining temporary or seasonal work in agriculture or fishing activities. Have you and/or your children moved for this purpose in the past six years?"

- Explain the purpose of the COE. Show the form to the family. Ask if the family has already filled out a Certificate of Eligibility. If so, ask to see it, if available. This will save time and assist you in verifying data.

- Verify verbally the last (most recent) qualifying move locations and dates. Write this information on the new COE in the last qualifying move section.

- Explain the Migrant Education Program in general and expand in detail, where necessary.

a. Length of eligibility, priority of services, nationwide program, Colorado state services.

b. Records transferred on all children enrolled in MSRTS (explain).

c. Instructional help to children above and beyond the regular school services, if applicable (explain).

d. Physical exams provided to include skin tests, immunizations, blood work, and referral when necessary.

e. Referrals to alternative educational programs for dropouts, where available.

f. Parental involvement (stress importance).

LEARN TO DEAL WITH OBJECTIONS

Some families object to the term "migrant." In many cases, it is probably best to downplay the term, but this must not keep you from explaining the program fully. Focus on the benefits of the Migrant Education Program by pointing out that children who move frequently to enable their families to find work need extra help, and the program exists to provide that help. Try to appeal to the parents' desire for a good education for their children.

"If my child doesn't need services, why should I sign up?" To deal with this objection, explain that the state is required by federal law to sign up all eligible children. Furthermore, every child enrolled generates funds for those who need the services provided. Point out the advantages that all children receive from the program: enrollment in the MSRTS, which sends records to any school and migrant program in the country; health screenings; help with housing and transportation needs; and so on.

COMPLETE THE CERTIFICATE OF ELIGIBILITY

- Be totally familiar with all items on the COE that must be completed.
- Explain all services in full before obtaining the parent's signature.

COMPLETE THE HEALTH DATA ENTRY FORM

- Be totally familiar with all items on the HDEF.
- Be able to explain the uses and purposes of the Migrant Student Health Record.
- Explain the importance of accurate, current health information.
- Ask parents to read and sign the consent form for summer school health services (if you are recruiting students for the Migrant Summer School Program).

EXPLAIN ROLES OF PARENTS AND RECRUITER

- Offer assistance in utilizing your resources if referrals (housing, medical, transportation, dropout, etc.) are necessary. This is the time to capitalize on the rapport you have built with growers, community services agencies, churches, state agencies and others.

- Encourage communication between parent and school. Request that parents call you or the school if they have any questions or if they are planning to move from the area. Leave your name and phone number and the hours you can be reached. Be sure school or agency staff are instructed to take adequate messages when parents call in.

- Explain parental involvement needs and ways in which parents can become involved in their children's education.

CLOSE THE INTERVIEW

- Thank the parent(s) for his/her time.

- Indicate the date of the next scheduled visit, if applicable.

- Ask the family if they know of other families in the area who have arrived for agricultural or fishing purposes. If so, obtain the name of the family, directions to where they are living and/or the name of the farm, ranch, farm labor camp or commercial site where they are employed.

- Document the visit on district or agency required forms. The recommended daily log, mileage sheet, referral form (when applicable), etc., may be used if desired. The documentation process should take place immediately after the interview to facilitate accurate reporting.

INTERVIEWING CHECKLIST

Follow the steps listed here thoroughly and sequentially when interviewing a family to determine eligibility.

1. Prior to the home visit:
____ Prepare for the interview.
____ Contact the parent or guardian before making your visit to establish a meeting time.
____ If necessary, request a quiet meeting place.
____ Be courteous and businesslike.
____ Dress professionally according to your area of assignment.

2. To obtain the appointment:
____ State the purpose of your visit.
____ Be prepared to answer objections.
____ Remember that people react in different ways to things. Do not take rejections personally. Be polite yet firm in your speech.

3. Introduce yourself:
____ State your name, position, and place of employment in a calm, pleasant manner.
____ Ask to speak to Mr. or Mrs. _____.
____ Present identification.

4. Explain the purpose of the home visit:
____ Is the family familiar with the Migrant Education Program?
If yes: Summarize services and benefits; recap to ascertain parent knowledge.
If no: Explain benefits briefly.

5. Explain the recruiter's role:
____ Briefly explain the potential benefits of program participation.
- educational and health records
- transfer of this information across school district lines

- supplemental education and instructional assistance
- accident insurance

____ Explain that the Migrant Education Program is not related to any other federal or state agency (immigration, public assistance, etc.)

6.___ Remind parents that all information is confidential.

7.___ Ask if parents would like to know more about the Migrant Education Program to determine eligibility.
If yes: Continue the interview.
If no: Try to ascertain the reason by asking an open-ended question (one that cannot be answered by a simple "yes" or "no"). Leave your name and number in case they change their mind.

8. Once rapport is established with the family:
____ Introduce the COE.
____ Explain that you will need to ask some questions to complete the form.
____ Explain the purposes of the COE.
____ Ask if a COE has already been filled out.

9. To verify the last qualifying move (LQM):
____ Complete new COE if a new LQM has been made since the move indicated on the previous COE or if no COE has been completed or is available.
____ Do not complete a new COE if no LQM has been made.

10. Explain what the information on the COE will be used for.
____ - to enter and update student data on the MSRTS
- to determine student's eligibility for program services

11. Questions to ask:
____ When was the last time (what was the date) you and your family moved?
- within the past twelve months (current)
- more than twelve months ago and up to six years (settled out)
- more than six years ago (not eligible)

____ What was the purpose of the most recent move?
- to seek or obtain employment in a qualifying activity
- to seek or obtain other than agricultural/fishing employment

____ Prior to the most recent move, had you and your family moved within the last six years?
- Yes: Write down dates and locations.
- No

____ What was the purpose of each move?
- to seek or obtain employment in a qualifying activity
- to seek or obtain other than agricultural/fishing employment

____ On the most recent qualifying move, where did you move from and to?
- one state to another
- one school district to another
- within the same school district

12. Based on previous responses, identify the agricultural/fishing activity:
____ - seasonal (done only certain times of the year)
- temporary (done year-round, but hired only for a specific period of time)
- permanent (full-time regular employee)

13.__ Determine eligibility based on responses to questions in step 11 and outcome of step 12.

14.__ Complete a new COE.

15. Prior to asking the parent to sign the COE, explain the following aspects of the program

____ length of eligibility, priority of services, national scope of the program, Colorado services
____ records transfer for all children enrolled
____ confidentiality and FERPA
____ instructional support beyond regular classes
____ physical exams: skin test, immunization, blood analysis, referrals
____ accident insurance
____ referrals to alternative schools
____ parental involvement, PACs

16.__ Hand out brochures and informational materials.

17. Request parent signature on COE.
____ Review the COE carefully in the presence of the parent and ask questions to clarify any incomplete items.
____ Ask the parents if they have any questions about the Colorado Migrant Education Program. If there are questions that need follow-up, get back to them as quickly as possible.
____ If the family is not eligible, briefly explain that according to Chapter 1 Migrant Education Program regulations they are not eligible for services at this time.
____ Thank the parent/guardian for meeting with you. Leave your business card and politely leave.

18. Complete a Health Data Entry Form (see instructions in the Colorado
____ Migrant Health Program section).

19. Request parent signature on the HDEF (and consent form, if applicable).
____ Review the form carefully and ask the parent to clarify any incomplete items.
____ Ask if parents have any questions about the Migrant Health Program or the Migrant Student Health Record.

20. Close the interview.
____ Hand out brochures and informational materials.
____ Encourage the parents to call you if they have any other questions or information.

SAFETY TIPS

The nature of your job exposes you to more potential hazards than the jobs of other school employees. Use common sense and follow these guidelines:

- Make sure your car is reliable. Have it serviced regularly and know how to change a flat tire.
- Prepare for all kinds of weather conditions by carrying extra water, food, and supplies.
- Be aware of your surroundings at all times. Have a colleague accompany you in certain circumstances.
- Approach a residence where you can easily be seen.
- If necessary, wear protective clothing at work sites.
- Always introduce yourself and wear identification.

CERTIFICATE OF ELIGIBILITY

WHAT IS THE COE?

According to the Federal Register, a state must determine (1) "that the child is either a currently or formerly migratory child as defined under (section 116d.3(d); and (2) has made a written record of the basis on which the child's eligibility was determined." The state has determined that the Certificate of Eligibility (COE) serves as this written record. This form is updated or reformatted according to need as eligibility or nationwide requirements change.

PURPOSE

There are three specific purposes for the COE:

1. The COE documents the basis on which the children have been determined eligible for participation in Chapter 1, Migrant Education Services and to obtain parental or guardian consent for children to participate in Chapter 1 Migrant Education Program activities.

2. The COE serves as a document to obtain family-children information required for enrollment into the Migrant Student Record Transfer System (MSRTS). COEs are numbered on the bottom right corner for ease in referencing later.

3. The COE may be used for enrollment of students onto the MSRTS. NOTE: The COE is not an MSRTS update form and can only be used as an MSRTS input form when processing an enrollment.

INFORMATION REQUIRED

The four essential points of information that go on the COE are:

Section I Migrant child data

Section II Qualifying move data

Section III Information about the migrant family

Section IV Certification of data (Activity*)

The completed COE should include the names of all eligible children between the ages of 0 and 21. This includes preschool (ages 0-4), school-aged (ages 5-17), all dropouts (up to age 21) and all other school-aged children not attending school. Children born after the last qualifying move are not eligible and should not be placed on the COE.

*Activity needs to be specifically defined (for example, irrigating onions, fields, carrots OR driving a tractor plowing fields).

IMPORTANT STEPS

Only an MSRTS-trained interviewer is authorized to complete COEs. Here are some essential guidelines or helpful hints.

1. Conduct a personal interview to ascertain eligibility and complete the COE.

2. Complete Section II first to determine eligibility before filling out the entire form.

3. It is extremely important to tell the family that the information obtained is CONFIDENTIAL and will be used only by educational agencies.

4. Explain information on programs and services available to the parent or guardian prior to obtaining his/her signature.

5. The COE must be completed in ink by the recruiter and should be neat and readable.

6. The local school district/agency must verify for the state education agency the eligibility of each student by signing the white copy of the COE.

7. Review the COE before leaving the home to ensure that all sections have been completed and responses recorded in the proper section. Review the completed form with the interviewee.

Be thoroughly familiar with the COE before the interview. Know what is required in each section and why. Fill out the form yourself, based on your interview. Parents, school personnel, and others should never fill out the COE.

Determining student eligibility is the most critical function of the COE. Be sure to document all information carefully.

DISTRIBUTION AND VERIFICATION

Once the interview and COE are completed, the recruiter makes a photocopy and sends the original to the Colorado Department of Education Migrant Education Program office, where it is verified for accuracy and completeness. A copy of the form is then filed at the local educational agency (LEA). All Certificates of Eligibility must be on file in the area/district office and the SEA designated location for five years after the child's six-year eligibility period ends.

PARENTAL INVOLVEMENT

Schools and the Migrant Education Program staff can establish a line of communication with the parents that can be effective and meaningful. Some helpful hints:

1. Describe the Migrant Education Program and encourage parents to visit and observe the classroom. Review the school's learning objectives for their children.

2. Parents are welcome to observe classroom activities at any time. Remind them that an open channel of communication is necessary to their children's learning process. As a courtesy to the instructional staff, encourage the parents to make appointments.

3. Make contact with the parents as often as possible. Visits, phone calls, and notes can keep parents informed about skills their children are learning.

4. Be prepared to discuss with parents both positive and negative experiences their child has had at school. Both strengths and weaknesses should be given equal weight if the child's skills are to improve.

5. Help parents have a successful parent-teacher conference by encouraging them to ask the following questions of their child's teacher:

   How are grades earned?
   How can grades be improved?
   How do absences affect grades?
   Can assignments be made up?
   Do children's attitudes and behavior affect grades?
   What subjects are being taught?
   What is the daily schedule?
   How is my child doing in school?
   May I see some of his/her work?
   May I see some of his/her school books?
   How can I help at home?
   I don't speak English very well. How can I help?
   How does my child get along with other children?
   Is my child polite?
   May I visit the classroom?
   Should my child have any homework?
   What is the policy on homework?

6. Parents possess a wealth of information and ideas that can help school personnel better teach their children. The following questions might be addressed during home visits:

   Are there any problems at home that might be affecting your child's school work?
   What time does he/she go to bed?
   Does he/she eat breakfast before coming to school?
   Does he/she watch TV? How much?
   Does he/she like to read at home?
   Does he/she have access to books at home?
   Does he/she have a library card?
   How much time does the child spend on homework?
   Is there a quiet place where the child does homework?

7. Encourage parents to discuss the day's activities with their children, asking or suggesting the following:

   How did your day go?
   Tell me about the story you read today.
   Do you have homework?
   Were any notes sent home today?
   What did you do in school today?
   How is your teacher?
   Let's read something together.

Encourage parents to listen to the child's responses and spend a minimum of fifteen minutes each day with each child talking about school activities. Encourage parents to ask their children to read to them each day.

As a recruiter, you do not have the time or the resources to be everything to the families. Rather than fostering a dependency on you, you need to teach families what they need to know to be self-sufficient. The success of your job will in large measure, depend on how well you are able to narrow your involvement to the few services that are basic to the job.

The education of the child hinges on a simple message being sent from the home to the school or from the school to the home. If there are language, cultural, or other barriers that impede this communication, you are in a position to do something about it. For example, a brief message can make a lot of difference. It is depressing for a child to wait half a day for a bus that does not arrive and to later discover that the parents did not understand that there was no school because of a holiday.

PARENT ADVISORY COMMITTEE

Establishing rapport with the parent is a necessary ingredient to the success the child experiences. The relationship that develops between the parent and the Migrant Education Program staff must be one that produces a harmonious and close partnership. It must be a relationship of trust and confidence. The program staff must believe that the parent can and will take an interest in the child's education.

One method of establishing rapport between parents and school is to encourage parents to become actively involved in the Parent Advisory Council (PAC). Each migrant project at every level is required to have a PAC to advise it and to ensure the involvement of parents in the program. Because of your relationship with the parents and your knowledge of the migrant community and its language and culture, you, as recruiter, play a key role in the operation of the PAC.

Tips on creating a successful parent committee:

1. Make parents aware of the need and value of parent participation at the local level.

2. Recruit parents to regularly scheduled PAC and other school meetings.

3. Provide transportation for parents to and from meetings and other school activities as needed.

4. Ensure that fun activities are scheduled for children who may attend school functions with their parents.

5. Act as a translator at parent meetings, parent-teacher conferences, and social service agencies, as needed.

6. Provide parents with information about the Migrant Education Program and educate them about program issues.

7. Sensitize school personnel and other agency/resource people about the migrant lifestyle.

8. Provide and/or secure inservice training for parents on topics that will assist them in effectively participating in school district activities.

The work with the PAC is an extension of your recruiting assignment. The public relations created with the PAC will have a very positive effect on your efforts to recruit.

To work effectively with the PAC, you need to stay in close contact with the parents. This contact will make it easy to ask them frequently if they know of any families that have moved to the area recently.

The local PACs are usually an entry opportunity that may lead to nomination to the state Parent Advisory Committee. The state PAC advises the Colorado Migrant Education Program staff on issues related to the program. Parents are encouraged to become actively involved, as at least 66 percent of the members of this state committee must be parents.

To nominate a parent for the state PAC, the parent trainer/coordinator in each LEA must interview the parent and make a recommendation to the state migrant office. Parents represent different local migrant programs from throughout the state.

PARENT TRAINING

The Colorado Migrant Education Program office and the local programs provide inservice workshops specifically designed for parents. These workshops provide parents with information on how they can effectively become involved in their children's education. Workshops can be designed so that several home visitors from nearby districts or agencies can meet, discuss, and interact on issues concerning parents. Recruiters play an important part in the development and implementation of these parent workshops. The state program office provides inservice training to the recruiter on gaining and sharing information that would enhance participation of migrant parents at the local school level. Many resources are available to help parents work with their children in school-related activities.

REFERRALS

The referral--directing needs to the appropriate resource(s)--is addressed in this manual because much of the migrant child's educational success is dependent on the family's ability to provide for the physical, emotional, and health needs of their children.

The Federal Register states:

> **Under what conditions may supporting services be provided?**
>
> (a) General. An SEA or an operating agency may provide health, nutritional, social, or other supporting services with migrant education funds if
>
> (1) These services are necessary to enable eligible migratory children to participate effectively in instructional services and
>
> (2) In the case of an operating agency, that agency has first
>
> (i) Requested assistance from the SEA in locating and using other Federal and State programs to provide these services; and
>
> (ii) Determined that funds or services from other programs are not available or are inadequate to meet the needs of the participating migratory children.

To successfully provide support services, it is important for you to establish a good working relationship with agency representatives and become very familiar with social service agencies. You should know the location and office hours, contact person and phone number, eligibility criteria, and the nature of service(s) provided by every agency in your area.

There are many agencies and organizations that provide services. The following is only a partial list.

Medical
Health clinics
County health departments
Community service groups (e.g., Lions Club)
United Way programs
Colorado Community Center

Financial
Department of Social Services (state)
Local churches
Rocky Mountain SER
Family Emergency Assistance
Interface Program

Housing
Rocky Mountain SER
Local churches
Community service groups and agencies
Local housing authority
Landlord/tenant associations
Department of Housing and Urban Development (federal)
Growers associations

Legal
Rocky Mountain SER
Legal Aid (county)

Clothing
Salvation Army
Rocky Mountain SER
Local church groups
Local district clothing banks (Lamar, Brighton, Greeley, Grand Junction)

Food
Department of Social Services
Rocky Mountain SER
Cooperative Care Center
Salvation Army
Local church groups

MAKING THE REFERRAL

The following steps will assist you in making referrals:

1. Assess the needs of the family by gathering the information during an interview with the family, student, and other school staff.

2. Upon determination of the family/client's needs, inform them of the services that may best meet their needs.

3. Review the eligibility requirements of the program to assure that the client is being referred to the appropriate program, or that they potentially qualify for the program.

4. Refer a child only if parental consent is granted (when applicable).

5. Provide transportation to the available resources, if necessary. You may also need to provide translation services if other translation support is not available.

6. Maintain confidentiality of information obtained in making referrals.

FOLLOWING UP

It is important to follow up on referrals to ensure that initial needs have been addressed.

1. Contact the family within two or three days to inquire about results. These contacts may be made either by phone or by letter.

2. Serve as an advocate for the family/client. If additional items are necessary to formalize or complete the referral or to obtain the services, take appropriate action now.

3. Establish a cooperative, mutually helpful relationship with the social service delivery staff or local agencies, both in the initial contact and in follow-up activities.

4. Ensure that all contacts and follow-ups are appropriately documented.

COLORADO MIGRANT HEALTH PROGRAM

Children of migrant farm workers face not only the usual diseases of childhood but also many health problems and risks associated with their migratory lifestyle and the environmental hazards associated with agricultural work. In addition, they face many social, cultural, and linguistic barriers that often interfere with their access to regular, comprehensive health care. Obviously, educational achievement can be hindered by undiagnosed and untreated health problems. For example, the young migrant child with undiagnosed hearing or vision problems will experience difficulty in learning, regardless of the quality of the educational program presented. Other less obvious but equally significant undetected health conditions such as anemia, respiratory infections, otitis media, and dental disease also contribute to listlessness and distraction due to pain.

To help solve the particular health problems of migrant children, the Colorado Migrant Health Program (CMHP) works with the Colorado Migrant Education Program to provide a comprehensive health program for migrant summer students. The mission of both programs is to participate in enhancing the physical, mental, social, and economic well-being of migrant farm workers.

The CMHP recruits, hires, trains, and supervises seasonal health practitioners in summer migrant education schools in Colorado. The health services provided include comprehensive health screening, treatment and follow-up for identified health problems, preventive dental services, and health education. Emphasis is placed on involving the family in health care. Health education and counseling take place during school hours, at school family nights, and at home. School health providers work closely with local CMHP staff and local providers to assure the best and most comprehensive care for migrant students. Local migrant education staff and local health providers assure that any needed follow-up is provided after the summer program ends.

Most of the health indices for Colorado migrant children lag behind those for Colorado school children in general. Migrant children appear to be at risk and require some form of intervention in most of the following categories:

Vision
Hearing
Dental conditions
Anemia
Height and weight
TB skin testing
Immunization status
Handicapping conditions

RECORDS

Each student who attends the Colorado Migrant Education summer school program has both a general (medical) health record and a dental record. The Migrant Health teams (nursing and dental) are responsible for opening, maintaining and updating these records. The records contain the following information:

General (medical) health record:

1. current Health Data Entry Form, Part I
2. current Health Data Entry Form, Part II
3. current Migrant Student Health Record
4. current Migrant Student Encounter Form
5. current progress notes
6. current medical and prescription authorizations

7. current parental consent forms
8. old health records

Dental record:
1. dental x-rays
2. current dental authorization forms
3. current Health Data Entry Form, Part I
4. current dental consent
5. current Diagnosis/Treatment Plan Form
6. current dental progress notes
7. current Preventive Planning Form
8. old dental records

MIGRANT STUDENT HEALTH RECORD

The Migrant Student Health Record (MSHR) contains identifying data and health information that previously has been entered in the Migrant Student Record Transfer System (MSRTS). The MSHR summarizes the migrant student's health record and provides users with a comprehensive medical profile of the student. The MSHR includes essential information about immunizations, allergies and any health conditions requiring follow-up.

The Migrant Education records clerk at each LEA automatically receives a copy of the child's MSHR when the child is enrolled. The form is placed in the child's general health record. Any old copies of the MSHR are destroyed; the file should contain only the most recent MSHR.

The MSHR is used in conjunction with the Health Data Entry Form (HDEF). Both forms are reviewed before a child is referred for treatment.

A copy of the Migrant Student Health Record is included in the "Forms" section of this manual.

HEALTH DATA ENTRY FORM

The Health Data Entry Form (HDEF) provides student health history information and immunization information as recorded by you, the recruiter. It is also a mechanism for recording significant health services provided a child during a summer school or daycare session including screenings and information regarding the student's dental and medical status that may require follow-up at another site. Coded information from the HDEF is input into the MSRTS by the data entry specialists in the state migrant office. This information becomes part of the Migrant Student Health Record (MSHR). It is of critical importance that information be accurate and up-to-date so that safe, quality health care can be provided.

Because many health services are provided during the summer migrant program when parents are not with the children, it is critical that health history information be as current as possible. Inform parents how important accuracy is, and ask them to notify you of any changes in the child's health status between the time the information is collected and the start of the summer school program. For children who will be receiving summer school health services, a Parental Consent Form is required. This form should be filled out and signed at the same time as the HDEF.

A new health history is required after January 1 of each year. You must conduct a new interview and complete a new form for each child each year, even if the child attended school that past summer or fall. It is not acceptable simply to transfer information from the old form to the new form.

Both Parts I and II of the HDEF are three-part NCR forms. At the beginning of the summer Migrant Health Program, the health team needs to have all parts of the HDEF together. Photocopies of the HDEF are not acceptable. The pink copy of Part I is given to the dental team at the beginning of the summer (or as new students are enrolled) so that health history information can be included in the dental charts. The white and yellow copies of Part I and all three copies of Part II are kept together and placed in the student's health record for reference and recording during the summer health program. **VERY IMPORTANT: THIS IS A CARBONLESS FORM. PLEASE DO NOT WRITE ON TOP OF IT AS IT GOES THROUGH AND MAKES THE LAST TWO COPIES ILLEGIBLE. MAKE SURE YOU PUT A DIVIDER BETWEEN EACH THREE-PART FORM BEFORE WRITING.**

The summer health team records appropriate information (screening results, dental services, significant active problems, etc.) on Parts I and II as the summer progresses. By the end of the summer all health information should be accurately recorded. All significant health history information contained on Part I should be transferred to Part II. At the end of the summer, the distribution of the HDEF copies is as follows:

HDEF Part I

White:	Filed in Migrant Student Health Record
Yellow:	Given to regular year school nurse
Pink:	Filed in Migrant Student Dental Record

HDEF Part II

White:	Filed in Migrant Student Health Record
Yellow:	Records clerk reviews for completeness and accuracy, adds appropriate identifying information (Reporter ID, Student #, etc.), indicates information that goes to MSRTS and submits to state data bank.
Pink:	Given to regular year school nurse

A sample copy of the Health Data Entry Form is included in the "Forms" section of this manual.

HEALTH EDUCATION

Teaching migrant children and their families about health and assisting them in developing healthful lifestyles is a high priority for the CMHP. The program holds health education and promotion sessions that include classroom education, small group sessions, family night presentations, and staff inservices.

Adolescent Programs

The CMHP emphasizes adolescent night school programs for migrant students. These programs include dental services, screening services, assessment of acute and chronic health needs, and health promotion and disease prevention activities. Classroom sessions cover some or all of the following topics: refusal skills, drug and alcohol use, smoking, teenage pregnancy, suicide, AIDS, sexually transmitted diseases, sexual abuse, first aid, and career education.

Recruiter's Role

Your role in better health for migrant students is critical. You can help in several important ways:

1. Be prepared to identify possible health problems on your home visits. Look for excessive crowding, extremely unsanitary conditions, ill family

members, poor selection of foods, and any other conditions that appear detrimental. During the summer, report your findings to the CMHP staff. During the regular school year, make referrals to agencies that can help solve particular health problems and improve the family's lifestyle.

2. Promote health and disease prevention by dropping off Health Department literature and encouraging parents and students to attend health programs at the school.

3. Work with school nurses and local migrant staff to facilitate health programs such as workshops and presentations in the community.

4. Enlist parent support and involvement in seeking needed help and maintaining a healthful lifestyle. If necessary, provide transportation to doctor's appointments, school programs, and other activities.

5. Follow up all referrals. Check to see that the family is following the dietary guidelines or other information they received. Ask if they have any problems with the agency you referred. Do they understand the instructions for a particular prescription or plan?

Of course, you are not a health practitioner, but you can provide a valuable service to the CMHP, school nurses, and other health professionals by being alert and keeping all lines of communication open.

RESOURCES

This list includes state and county agencies and organizations that will be helpful to you as a recruiter. Use, annotate, and add to this section as much as possible--it will be your "bible" in making referrals.

COLORADO DEPARTMENT OF EDUCATION, MIGRANT EDUCATION OFFICE

Migrant Education Program
Colorado Department of Education
201 East Colfax
Denver, CO 80203
(303) 866-6753
Contact: David C. Pimentel, Supervisor
MSRTS/forms questions: Bea Torres (303) 866-6754

DAY CARE/CHILD DEVELOPMENT/MIGRANT HEADSTART

Family Education Network
520 13th Ave.
Greeley, CO 80631
(303) 356-0600
Contact: Teri Keller
Child Records, contact: Dixie Hansen

FOOD COOP/FAMILY ASSISTANCE/COMMUNITY SERVICE

Colorado Food Share
House of Neighborly Service
830 Bridge Street
Brighton, CO 80601
(303) 659-2316
Contact: Toni Sandoval

HOUSING

Colorado Rural Housing Development Corp.
4140 Tejon St.
Denver, CO 80205
(303) 455-7523
Contact: Al Gold

LEGAL AID

Colorado Rural Legal Services
1905 Sherman St.,#810
Denver, CO 80203
(303) 839-9070
Contact: Glenn Meyers

JOB TRAINING

Rocky Mountain SER
4100 W. 38th Ave.
Denver, CO 80212
(303) 480-9394
Contact: Angelo Velasquez

MIGRANT HEALTH CARE

Migrant Health Program
Colorado Department of Health
4210 E. 11th Ave.
Denver, CO 80220
(303) 331-8450
Contact: Susan McMullen, Nursing Coordinator

Handicapped Children Project
Colorado Department of Health
4210 E. 11th Ave.
Denver, CO 80220
(303) 331-8425
Contact: Edna Cady

STATEWIDE INFORMATION ON LOCAL AFFAIRS

Community Services Block Grant
1313 Sherman
Denver, CO 80203
(303) 866-2771
Contact: Bill Verbeten or Toni Chavez

AMNESTY ASSISTANCE

Colorado Department of Social Services
190 E. 9th Ave., #300
Denver, CO 80203
(303) 863-8211
Contact: Patrick Lyness

Colorado Department of Education - Amnesty Education
201 East Colfax
Denver, CO 80203
(303) 866-6870
Contact: Robert Sample

HEP AND CAMP

BUENO Multicultural Center
Campus Box 249
University of Colorado
Boulder, CO 80309
(303) 492-5416
Contact: Dr. Art Campa

BUENO/HEP Locations in Colorado:

1. 830 Bridge Street, Room 200
   Brighton, Colorado 80601
   (303) 659-2316

2. Rocky Mountain SER
   815 23rd Avenue
   Greeley, Colorado 80631
   (303) 353-9251

3. Adams State College
   Education & Social Studies
   First & Richardson
   Alamosa, Colorado 81102
   (719) 589-7425

4. Otero Junior College
   Macdonald Hall, Box 20
   18th and Colorado
   La Junta, Colorado 81050
   (719) 384-6848

OTHER AGENCIES

Parental Resources for Involvement in Migrant Education (PRIME)
BOCES Geneseo Migrant Center
Holcomb Building 210-211
Geneseo, NY 14454
1-800-245-5681

Texas Migrant Interstate Program (contact: Jesse Vela)
Drawer Y
Pharr, TX 78577
1-800-292-7006

FORMS

This section contains samples of all the forms and instructions on completing them that you will need in your role as migrant recruiter. Make sure you have adequate supplies of these forms at all times. Be thoroughly familiar with each form before attempting to complete it. If you have any questions about any of the forms, contact your supervisor or the state Migrant Education Office.

The following forms are included here:

1. CDE 145 - Certificate of Eligibility
2. CDE 145A - Quarterly Status Report
3. CDE 484 - Re-Enrollment Form
4. Migrant Student Health Record
5. Parental Consent Form (Health)
6. Health Data Entry Form
7. Action Form

Instructions for Completing Certificate of Eligibility

ALL INFORMATION MUST BE WRITTEN WITH A BALL POINT PEN - NO FELT PENS OR PENCILS PLEASE!

Program Term
Enter a check mark or "X" on either regular year or summer school term, which ever is appropriate at the time of enrollment. **Regular Year** is usually when school starts, late August or early September, through the end of the school year, generally last of May or early June. **Summer Term** usually starts with the opening of summer migrant school in June and ends when summer school is over in August.

Fiscal Year
This section must have a year on it, not the month and day, just the YEAR. For regular year you will show the year overlapping into the next year, i.e., 1990-91.

School District/BOCES
Enter the school district or BOCES name and address. This section is **NOT** for the name of the school the student is enrolled in.

I. Parent Data

Legal Father
Enter father's last and first name and middle initial if any. If middle name is given, please write out the whole middle name not just the initial. Sometimes the parents will come in the following year using their middle name instead of their first names.

Legal Mother
The instructions for legal mother are the same as instructions given for legal father.

Current Father
Enter the current father's last and first name and middle initial if any, but if you know the middle name please write out the whole middle name, not just the initial. Sometimes the current parents will come in the following year using their middle names instead of their first names. A lot of our migrant children travel with relatives or friends and it is important that the current parent section of the record be filled out even if the legal parents have been noted. Do not hesitate to give us as much information as possible.

Current Mother
The instructions for current mother are the same as the instructions given for current father.

Home Base Address
Enter the home base address. The home base is not the last state the family came from, but where they will go to reside after the harvest. If the parent does not know the exact address then get a city and state. do not enter a city without state or a state without a city.

Current Address
The complete address is needed in this section, not just the city and state. The zip code must be included in this section also.

II. Child Data (List all children in the family)

We do not serve children over 21 years of age,so if you enrolled a family with 6 childrn in 1990 and 1 child is in elementary school, 2 children in Junior High School, and 3 in Senior High School and 1 of the Senior High students is a 20 year old in 10th grade, the family's E.O.E. would be up in 1996 but the 20 year old's E.O.E. would be up on the month and day of birth in 1992. (In 1996 he would be 26 years of age.)

Date Enrolled in School
The actual month, day and year the child started school. If some of the children are not attending school you would write "not attending" in this section.

School and City
The name of school(s) that the students are in. If some of the children are not attending school you would write "not attending" in this section.

III. Certification/LQM/Residency Date

A. City, State and Country
Enter the city and state the family **traveled from**. If the family came from another country, list the country also. Please be sure to fill in both city and state, even if the city is in Colorado (you must give both).

Enter the city and state the family **traveled to**. Once again both the city and state are needed in this section.

When listing the name of the person the **child traveled with** it is important that you list both first and last names of the legal parent or current parent. You must circle either **temporary or seasonal** and either **agricultural or fishing**.

When you are listing the activity that **qualifies** the family (Qualifying Activity) it is important that you be **very** specific as to what exactly the family is doing in agriculture. If they are doing beets, explain what they are doing with the beets, i.e., thinning beets, weeding beets, etc.

B. Qualifying Move (LQM)
Enter the month, day and year in this section.

C. Date of Arrival in School District
Enter the month, day and year in this section. The **comment** section should be used to give any explanation that may be needed on the family or their qualifying activity. Do not hesitate to use this area.

V. School Verification
The recruiter's signature and the date the recruiter interviewed the family is entered in this section of the C.O.E. Please note that the date the recruiter signs the form must be identical to the date the parent signs.

Race
The codes in the race section are as follows:
1 - American Indian or Alaskan Native
2 - Asian or Pacific Islander
3 - Black, not Hispanic
4 - Hispanic
5 - White, not Hispanic

Name
We must have last, first and middle name of each child, even if the last name is the same as the parents. The form has to have each child's last name listed on the form.

Sex
Enter "M" for male or "F" for female in the sex section.

Date of Birth (D.O.B.)
You must report the month, day and year in the D.O.B. section. We need all three items in order to process the child's data accurately.

Age
The age the child is at the time of enrollment is what you would enter here.

Birth Verification (V)
The verification section must have one of the following characters:
N - No birth verification
D - Document (baptismal certificate, etc.)
O - Other (school records)
B - Birth certificate (must have actually seen the birth certificate)

Multiple Births (MB)
The following numeric characters should be entered in the MB section. do not use any alpha characters such as T.
2 - Twins
3 - Triplets
4 - Quadruplets, etc.

Birthplace
The birthplace section needs a CITY AND STATE. If the child is born in El Paso, Texas, then by all means include Texas on the form. We may all know that El Paso is in Texas, but for audit purposes the C.O.E. form must be complete.

Migrant Status (MS)
The following numeric characters may be used in the migrant status (MS) section:

1 - Interstate	A family who has moved within the past 12 months across state boundaries
2 - Intrastate	A family who has moved within the past 12 months across school district boundaries
3 - Formerly Migratory	A family who was eligible to be counted and served as a currently migratory child within the past five years but is not now a currently migratory family. There is a total of six years of program eligibility: a one-year status as "currently migratory family" and up to five additional years as a formerly migratory family.

End of Eligibility (E.O.E.)
The end of eligibility must be six years after that family came into the state or district. If the family came to Colorado on June 11, 1990, then the E.O.E. would be 061196 (June 11, 1996). There are some exceptions.

[ ] Regular Year
[ ] Summer
_____ Fiscal Year

Colorado Department of Education
Migrant Education Program
CERTIFICATE OF ELIGIBILITY

District/BOCES: _____

I. Parent Data

Legal Father	Current Father	Home Base Address	Current Address
Legal Mother	Current Mother		

II. Child Data (List all children in the family)

Race	Name Last	First	MI	Sex	D.O.B.	Age	V	MB	BIRTHPLACE City, State, Country	MS	GR	End of Eligibility	Date Enrolled In School	School and City

III. Certification/LQM/Residency Date

A. The children listed above are migrant because they traveled from (city, state, country) _____ to (city, state, country) _____ with _____ to enable him/her to obtain temporary or seasonal employment in agricultural or fishing related activities. Qualifying activity: _____

B. Date of arrival in State for this or previous QUALIFYING MOVE (LQM):_____

C. Date of arrival in school district:_____ Comments: _____

IV. AUTHORIZATION AND PERMISSION STATEMENT: This form is to certify eligible children for the Migrant Education Program. This program and the Migrant Student Record Transfer System (MSRTS) have been explained to me and I understand the available Chapter 1 Migrant-funded services. Additionally, I understand that these children's records can be made available to me, and may be shared with other agencies providing services to these children. These children can continue to be considered as migrant for the duration of program services and eligibility and have permission to participate in Migrant Education sponsored activities. I certify that the information contained herein is true and accurate to the best of my knowledge.

DECLARACION DE PERMISO Y AUTOIZACION: Esta forma es para certificar la elegibilidad de los ninos para el programa de Educacion Migrante. Se me ha explicado el programa y el Sistema de Transferencia de Registros para Estudiantes Migrantes (MSRTS) y tengo claro conocimiento de los servicios disponibles recaudados por capitulo 1-Educacion Migrante. Ademas, tengo entendido que los registros de los ninos pueden estar a mi disposicion y compartidos con otras agencias que den servicios a estos ninos. Estos ninos seran considerados como migrantes por la duracion de los servicios del programa, y su elegibilidad en el programa, y doy permiso que participen en las actividades bajo los auspicios de Educacion Migrante. Certifico que segun mi leal saber, la informacion contenida aqui es correcta y precisa.

V. SCHOOL VERIFICATION

I certify that the above information was obtained from a parent, guardian, or other responsible person; that it is correct to the best of my knowledge.

Interviewer Signature: _____ Date: _____

Authorized Official Signature: _____ Date:

X _____
Signature of Parent/Guardian Date

CDE - DARU FORM CLEARANCE REQUIRED TO OBTAIN BENEFIT
FORM NO CDE-145
UNIT Migrant Education
APPROVAL through August 1992

Instructions for Quarterly Status Report
CDE 145A

Check the reporting period and write in the reporting period fiscal year.

Section	Sept.-Nov.	Dec.-Feb.	March-May	June-Aug.
I. Number of Schools	Number of schools that migrant students are enrolled in.	Count only if you enroll students in a new school that was not counted in Sept.-Nov.	Count only if you enroll students in a new school that was not counted in Sept.-Feb.	Count your summer school site(s) only
II. Receiving Other School Services	Students in school receiving services	Only students enrolled during this period and receiving services	Only students enrolled during this period and receiving services	You should not have any unless you contract services
III. Registered in School Attending/ Receiving Migrant Services	Count all students that are provided direct migrant academic services; include 3-4 year olds if you provide direct academic services to headstart or pay tuition on headstart	Count only if new students enrolled during this reporting period and are receiving migrant services	Count only if new students enrolled during this reporting period and are receiving migrant services	Count all students enrolled in Summer Migrant School including 0-4 year olds if you provide services
IV. Attending School/Not Receiving Migrant Services	Count all migrant students enrolled in school and not receiving migrant services	Count only new migrant students enrolled during this reporting period and not receiving migrant services	Count only new migrant students enrolled during this reporting period and not receiving migrant services	All areas should be zero.
V. Not Registered in School	Count all children aged 0-21 who are not enrolled in school (do not included high school graduates)	Count only if new students become not registered in school during this reporting period	Count only if new students become not registered in school during this reporting period	Count any student enrolled in MSRTS but not attending Migrant Summer School. Include 0-4 year olds if you don't provide services
VI. Support Services	If you provide transportation to the doctors or dentist office, count number of times a child goes. Clothing - if you provide used or new clothing at any reporting term, count.			

COLORADO DEPARTMENT OF EDUCATION - MIGRANT EDUCATION PROGRAM
RECRUITER/RECORDS CLERK QUARTERLY STATUS REPORT

PLEASE CHECK APPROPRIATE REPORTING TERM: ____ SEPT.-NOV. ____ DEC.-FEB. ____ MARCH-MAY ____ JUNE-AUG.

Fiscal Year_____

I. NUMBER OF SCHOOLS

Preschool	Elem.	Middle/JHS	High Sch.	Special Ed	Total

II. RECEIVING OTHER SCHOOL SERVICES

Chapter 1	Bilingual	ELPA/LAU	Special Ed	Total

III. REG. IN SCHOOL ATTENDING/RECEIVING MIG. SERVICES

BY AGE

Ages 0-2			Ages 3-4			Ages 5-12		
1	2	3	1	2	3	1	2	3

Ages 13-17			Ages 18-21			Totals		
1	2	3	1	2	3	1	2	3

BY GRADE LEVEL

Ages 0-2				Preschool			Grades K-5		
1	2	3	Age 3-4 5	1	2	3	1	2	3

Grades 6-12			Ungraded			Totals		
	2	3	1	2	3	1	2	3

IV. ATTENDING SCHOOL/NOT RECEIVING MIG. SERVICES

BY AGE

Ages 0-2			Ages 3-4			Ages 5-12		
1	2	3	1	2	3	1	2	3

Ages 13-17			Ages 18-21			Totals		
1	2	3	1	2	3	1	2	3

BY GRADE LEVEL

Ages 0-2				Preschool			Grades K-5		
1	2	3	Age 3-4 5	1	2	3	1	2	3

Grades 6-12			Ungraded			Totals		
1	2	3	1	2	3	1	2	3

V. NOT REGISTERED IN SCHOOL

BY AGE

Ages 0-2			Ages 3-4			Ages 5-12		
1	2	3	1	2	3	1	2	3

Ages 13-17			Ages 18-21			Totals		
1	2	3	1	2	3	1	2	3

BY GRADE LEVEL

Ages 0-2				Preschool			Grades K-5		
1	2	3	Age 3-4 5	1	2	3	1	2	3

Grades 6-12			Ungraded			Totals		
1	2	3	1	2	3	1	2	3

VI. SUPPORT SERVICES

Medical	Dental	Clothing	Other (Specify)	Total

SEPT.-NOV.: Report should include ALL children enrolled in MSRTS, ATTENDING or NOT ATTENDING SCHOOL Include ALL CURRENTLY migratory (status 1 & 2) and ALL FORMERLY (status 3) children in the District/BOCES. (DUE DECEMBER 10)

DEC.-FEB.: Report should include only new children identified and enrolled in MSRTS, attending or not attending school during the reporting period. (DUE MARCH 10)

MARCH-MAY: Report should include only new children identified and enrolled in MSRTS, attending or not attending school during the reporting period. (DUE JUNE 10)

JUNE-AUG.: Report should include ALL children enrolled in MSRTS, ATTENDING or NOT ATTENDING SCHOOL Include ALL CURRENTLY migratory (status 1 & 2) and ALL FORMERLY (status 3) children in the District/BOCES. (DUE SEPTEMBER 10)

Recruiter/Records Clerk _____ Date ____

District/BOCES _____

Director's Signature _____ Date ____

CDE - DARU FORM CLEARANCE
FORM NO. CDE-145A
UNIT Migrant Education
APPROVAL through August 1992
REQUIRED TO OBTAIN BENEFIT

General Instructions for Re-Enrollment Form
(CDE-484)

Legal Parents - Enter the name of the legal Father and Mother.

Current Parents - Enter the name of the current parent the child(ren) is living with.

Name - Complete with the most current information that can be obtained from the family. Please note the following: If a child has a different last name than that of a parent, put the child's correct name - give last name, first name and initial. No nicknames, please. List all children in the family from zero (0) years of age to age 21 if still in school.

Sex - Letter M if male; letter F if female.

Birth date (D.O.B.) - Most accurate birth date. Have parents or guardian, if possible, show you some documentation of birth date, month-day-year. This should be entered as a six-digit code (e.g., 01-12-78).

MS (Migrant Status) - Enter as 1 through 6 depending on the information in the CERTIFICATION OF ELIGIBILITY. Numbers 1 and 2 indicate currently migratory, 3 indicates formerly migratory; agricultural/seasonal. Numbers 4 and 5 indicate currently migratory, 6 indicates formerly migratory; fishing.

GR (Grade) - The grade level at the time of re-enrollment.

Enrollment Date - This is the date when the child **started or will start in school.** This is not the date the family moved into the district or when the recruiter interviewed the family.

School and City - Include in this section the name of the school the child is attending and the town/city where the school is located (e.g., Washington Elementary, Gill, Colorado).

Program Term - Place a check mark after the correct term during the time of re-enrollment.

Regular Year:	Usually when school starts, late August or early September, through the end of the school year, generally the last of May or early June.
Summer Term:	Usually starts with the opening of summer migrant school in June and ends when summer school is over in August.

Last Qualifying Move Date (LQM) - This is the date that indicates when and where the child last moved to establish eligibility.

Current Residence (Update Only) - The current address of the family at the time of re-enrollment. Include the house number, street number, apartment number, trailer space number, post office box number, city, state, and zip code.

Comments - This area can be used to record any additional pertinent data from any section of the re-enrollment form which might be helpful in explaining in special activity or information involving the family.

School District/BOCES - Enter the district/BOCES name and address at the time of re-enrollment. This section is not for the name of the school, district or city where the student is enrolled.

Signature of School Official - This is the signature of the local district or BOCES Migrant Program Director or Coordinator.

Date - Current date when the local district or BOCES Migrant Program Director or Coordinator signed the re-enrollment form.

RE-ENROLLMENT FORM
Colorado Migrant Education Program

Parents:	
Legal Father	Current Father
Legal Mother	Current Mother

[ ] Regular [ ] Summer _____ FY

CHILD DATA

Race	Name Last	First	MI	Sex	D.O.B.	Age	MS	GR	Enrollment Date	School Name	City

Last Qualifying Move (LQM) _____
(Date)

Current Residence (COMPLETE ONLY IF AN UPDATE):

_____
Street/P.O. Box City State Zip

COMMENTS:

School District/BOCES
Address
City/State/Zip
Phone

Signature of School Official
Date

59

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CDE - DARU FORM CLEARANCE REQUIRED TO OBTAIN BENEFIT
FORM NO CDE-484
UNIT Migrant Education
APPROVAL through August 1992

SUMMER COLORADO MIGRANT HEALTH/MIGRANT EDUCATION PROGRAM
Parent Consent

I AUTHORIZE MY CHILD TO PARTICIPATE IN THE FOLLOWING HEALTH SERVICES DURING THE SUMMER SCHOOL PROGRAM:

CHILD'S NAME:_____

1. Health screening (height, weight, vision, hearing, test for anemia, dental).
2. Preventive dental care (cleaning of the teeth, application of fluoride to the teeth and dental sealants*).
3. Emergency medical care and necessary first aid (for example, taking x-ray or applying a cast for a broken bone, suturing a cut, etc.).
4. Emergency dental care (treatment of oral trauma and relief of pain or infection).
5. Doctor visit for illness or injury as needed.
6. Giving Tylenol for fever, pain, or headache as needed.

_____ _____
Parent/Guardian Date

* SEALANTS: Back teeth have deep grooves and pits in which decay usually starts. The dentist or hygienist will "seal" the grooves with a plastic coating to help prevent the decay from starting. No anesthetic is needed.

****

COLORADO PROGRAMA DE SALUD Y EDUCACIÓN
Consentimiento de Padres

DOY MI PERMISO PARA QUE MI NIÑO/NIÑA LE DEN LOS SIGUIENTES SERVICIOS DURANTE EL PROGRAMA DEL VERANO:

NOMBRE DEL NIÑO/NIÑA:_____

1. Exámenes de la salud (altura, peso, vista, oído, prueba para anemia, examen de los dientes).
2. Atención dental preventiva (limpieza de los dientes, aplicación de fluoruro a los dientes y sellantes* a los dientes).
3. Primieros auxilios y atención médica en caso de emergencia (por ejemplo, sacar rayos-x o enyesar un hueso quebrado, poner suturas para una herida).
4. Tratamiento de emergencia dental (atención de trauma oral, alivio de dolor o infección).
5. Consulta médica para enfermedad o herida.
6. Use de Tylenol para fiebre, dolor, o dolor de la cabeza.

_____ _____
Padres o Persona Responsable Fecha

* SELLANTES: Normalmente las muelas tienen pequeñas ranuras y hoyos donde las caries pueden empezar. Para prevenir las caries, el dentista o higienista va a "sellar" las ranuras con una capa invisible de plástico. La aplicación de sellantes es muy sencilla y no causa ningún dolor.

DON DISK/PARENTCO/P 1; 3/13/90

FILLING OUT THE HDEF

Depending on your district, you are responsible for filling out Part I only or both Parts I and II of the Health Data Entry Form.

Line-by-line instructions follow. Where applicable, the rationale for each question is explained. If you have any questions about the HDEF, talk to your local coordinator or call the Colorado Migrant Program office.

Fill out all lines. If an item is not applicable (for example, the family has no telephone or the child has no nickname), write "none" or "NA" or make a dash in the space.

PART I

Year
The year in which the HDEF is completed and the child will attend the summer migrant education school.
Example: 1991

Child's Name
The child's full, legal name.
Rationale: Health records need to be accurate and complete. If nicknames or names other than the legal name are recorded, more than one health record might exist.
Format: Last name, first name, middle or other name
Example: Loma, Jose Luis

Nickname
Other names the child goes by other than his/her legal name. Rationale: A nickname will be indicated on the health chart. A child's health record can be easily located if his/her nickname is also recorded. Indicating a nickname will also avoid the risk of having duplicate charts for the same child.

Date of Birth
Write out month, day, year
Example: May 14, 1983

Sex
Circle "M" for male or "F" for female

Are Parents Spanish Speaking Only?
Circle "yes" or "no."
Rationale: This item will be referred to when a health provider is planning a home visit. If "yes" is circled, a Spanish-speaking person needs to be present when the visit is made.

Is Either Parent Usually Home During the Day?
If so, indicate which parent (e.g., mother or father). If one parent is usually home some days of the week, indicate this also.
Rationale: When a health provider needs to make a home visit, it helps to know when the parent might be available and when a visit might least likely inconvenience the family. Also, if there is an emergency (e.g., child has an accident on the playground or becomes ill), it helps to know if one of the parents might be at home.
Example: Mother home Tuesday and Thursday mornings

Current Address Directions
Rationale: This is important information in regard to making home visits or contacting the family. The current address should be a street address (if the family has one) or a P.O. box number. Directions should include a brief description of where the family is located.
Example: P.O. Box 393 - Granada, CO 81401
County Road 93 and 49 - Blue Trailer

Telephone Number
If the family does not have a phone, write "none." If the family uses someone else's phone (and if it is all right for a health provider to contact them at this phone), write the phone number but indicate that it is a neighbor's, relative's, etc. Also indicate if this number is to be used only in case of an emergency.
Example: 732-1496 (neighbor)

Home Base Address
The mailing address (or the city and state if that is all that is known) of the home base.
Rationale: This address can be used for follow-up. For example, if a child sees a physician and has certain lab tests done but the family returns to their home base before the lab results are complete, the nurse has a means of contacting the family.
Example: P.O. Box 211 - Brownsville, TX 77012

Migrant Status - Year in Which Last Moved for Agricultural Work
These two items go together. Find out the year in which the family last moved with the intention of seeking agricultural work. Based upon that answer, the migrant status can be determined.
Rationale: Based upon how mobile the family is and how long they are likely to remain in the area, health treatment needs can be prioritized.

Status 1 children are those whose parent(s) moved from another state within the past year. Status 2 children are those whose parent(s) moved within the state during the past year. Status 3 children are those whose parent(s) were formerly migrants but have remained within the same school district for one year or longer.

Child's Regular Doctor/Dentist
Name and address (if known)
Rationale: If the child has a local doctor or dentist and needs services during the summer, the summer health team will try to refer the child to the provider that knows the child and has his/her health records. Also, if a child has a doctor/dentist somewhere else, this provider may be contacted if additional information is needed concerning the child's health.
Example: DOCTOR: Dr. Garcia, La Clinica, Brownsville, TX
DENTIST: Dr. Lopez, La Clinica, Brownsville, TX

Medicaid
Ask whether or not the child is covered by Medicaid in any state and circle "yes" or "no." Also, indicate the state where the child is covered by Medicaid.
Rationale: If the child is covered by Medicaid (either in Colorado or another state), Medicaid will pay for many medical and dental services and migrant money can be used for those children who do not have access to Medicaid and related health service programs.

Other Insurance
Ask whether the child is covered by any form of insurance (e.g., Blue Cross/Blue Shield, Kaiser, insurance provided by father's employer). Circle "yes" or "no." Write the name of the insurance company in the space provided. Also, indicate here if the child is receiving services from the Handicapped Childrens Program.
Rationale: As with Medicaid, if a child is covered by insurance, the insurance company may be able to pay for medical and dental services and migrant money can be used for those children who do not have health insurance benefits.

Health History
Accurate information is extremely important in this section. The questions need to be asked either in English or in Spanish, exactly as they are written on the form so that the parent understands the information that is being

requested. Indicate a "yes" or "no" answer on the line by that question. If a parent is unsure of the answer to a particular question, place a question mark on the line. If an item is answered "yes" or the parent does not know the answer, indicate that line number on the bottom of the page and provide an explanation for that item. If more room is needed, use the back of the HDEF.

(1) Has this child ever had tuberculosis, or ever had a positive reaction to a skin test for tuberculosis?
Rationale: Tuberculosis can be a very serious lung disease and is contagious. Therefore, if a child has had TB or has had a positive skin test, it is important to make sure that appropriate follow-up and necessary treatment was obtained. Also, once a child has had TB or a positive skin test, he/she will always react positively to the skin test; therefore, a repeat skin test would not be warranted.

(2) Has he/she ever had any problems with his/her vision or with his/her hearing?
Rationale: The health team can make sure vision and hearing problems are properly corrected.

(3) Has he/she ever had epilepsy or ever had a convulsion or seizure?
Rationale: Epilepsy and any history of convulsion/seizure activity require medical evaluation and appropriate treatment. Epilepsy can be controlled very well if the child is on the proper medication. Also, if the child has had a convulsion after an immunization, medical evaluation is necessary before another immunization is given.

(4) and (5) Has he/she ever had any kind of heart problem? Has he/she ever had a heart murmur? Has he/she ever had rheumatic fever? (This must be a physician's diagnosis).
Rationale: In addition to wanting to be sure that all heart problems have received proper medical evaluation, some heart murmurs can be indicative of heart damage as a consequence of rheumatic fever or other diseases. If this is the case, antibiotics must be given to the child before he/she has dental work done. If medication is not given, very severe infections and complications, even death, could result.

(6) Is this child allergic to any kind of medicine (including over-the-counter medicine)? Has he/she ever had a serious reaction, that is, worse than mild fever or achiness, after getting any immunizations?
Rationale: An allergy can appear clinically with signs and symptoms of hives, itching, and/or vomiting. If a child has an allergy to a certain medication (including a dental anesthetic), it is crucial that this information be noted on the student's health and dental record. (It should be labeled in red on the front of the student's health record.) During the summer program, children are often taken to a physician or dentist without the parent being present. If the child's summer school chart does not indicate allergies, a health provider may prescribe a medication to which the child has an allergy. If the medication is taken, a severe reaction could result. Mild fever or achiness is common after an immunization; however, if the child has had a reaction more severe than this, evaluation is needed before another immunization is given.

(7) Does this child have allergies to food, plants or animals? Does he/she have hay fever or asthma?
Rationale: In addition to knowing what treatment the child may be receiving for his/her asthma or hay fever, it is also necessary to know if the child has other allergies. Allergies to certain foods may have medical implications (e.g., if a child is allergic to eggs, the MMR vaccine is contraindicated).

(8) Has this child or anyone else in your family every had hepatitis? (Must be doctor's diagnosis)

Rationale: Hepatitis is very contagious and can cause severe illness, especially if contracted by adults. If a positive response is obtained for this question, follow-up is warranted. Ask the parent how the child acquired hepatitis (e.g., from water, food, or other people), and record this information. No dental treatment, including cleaning of teeth, should be done if a child has hepatitis. This could endanger the health of the child as well as the person providing the care.

(9) Is this child taking any medicines now, including medicines you can buy without a prescription?
Rationale: This will help determine if the child should be taking any medicines at school and also determine if the child is receiving appropriate monitoring of his/her medication and health.

(10) Has this child ever had any operations, or been in the hospital for any reason?
Rationale: This is general health history information

(11) Has he/she had any serious illnesses or serious injuries?
Rationale: This is general health history information.

(12) Do you have any special concerns about this child's health or about the way he/she is growing or developing? Are there any things this child has difficulty doing compared to other children his/her age?
Rationale: This allows the parent the opportunity to express concerns about the child's health and development that aren't covered elsewhere on the form.

Signature of Recruiter and Data Health History Completed
Sign the bottom of Part I and indicate the date the health history information was obtained.

Signature of Parent and Date
The parent should sign and date the form, indicating that the health history information is accurate.

Note: The signatures of the parent and the recruiter should reflect a date after January 1 of the current year, indicating a new health history was obtained after this date.

Part II

Reporter ID
The records clerk (or recruiter) should enter the Reporter ID.

Student #
The records clerk (or recruiter) should enter the Student #.

Date
Enter the date the student withdrew.

Funded
Check "Y" for yes or "N" for no.

Year
As on Part I, this is the year in which the child will attend the summer migrant education school.
Example: 1991

Grade
The grade the child will be in during the summer Migrant Education Program.
Example: 1

Child's Name
As on Part I, write the child's legal name. Format: Last name, first name, middle or other.
Example: Loma, Jose Luis

Nickname
As on Part I, indicate the child's nickname.
Example: Pepe

Date of Birth
As on Part I, write out month, day and year
Example: May 14, 1982

Legal Parents' Names
Ask who the child's legal mother and father are. (They may be different from the person(s) the child is living with. If this is the case, a note may be made to this effect in the side margin of the form.) Please write the full names of the legal mother and father.
Example: Jose Luis and Maria Guadalupe Loma

Did This Child Attend at Least 60 Days of School in Colorado this Year? If Yes, Name of School
Ask whether or not the child attended school in Colorado at least 60 consecutive days during the regular school year. Circle "yes" or "no." If yes, write the name of the school and its location.
Rationale: This serves a couple of purposes. First, if further health information is required, the local school district and school health personnel may be contacted. Second, certain health requirements must be met for children to be enrolled in Colorado schools. One of those requirements is that children who attend Colorado schools must show evidence that their immunizations are up to date. Therefore, if a child has attended at least 60 consecutive days of school in Colorado (these would most likely be the "settled-out" or "seasonal migrants"), immunization status will not be assessed during the summer health program as it has already been assessed during the regular school year.
Example: East Memorial, Lamar

Immunizations
The summer school nurse will only be evaluating and updating immunizations for those students who did not attend school in Colorado during the past year. However, since immunization information is needed on a year-round basis, it is the responsibility of the recruiter and records clerk to make sure that immunization information is recorded for all students. Immunization information may be obtained from the following sources:

1. Immunization Card or Record - Ask the parent for the child's immunization record. Copy the information from the record onto the HDEF. This is usually the most accurate information.
2. MSRTS Print-Out - Immunization information may also be recorded on the Migrant Student Health Record.

Special notes:
1. Immunization records come in many different shapes and forms. Some make a distinction between DPT, DT and Td. If this is so, please indicate this information accordingly. (Note: There is no line item on the HDEF for DT since this is given very rarely. If an immunization record indicates that the child had this shot, please write it in the blank white space in the immunization section.)

2. Measles, mumps, rubella may be indicated separately on the record or may be listed all together as one under "MMR" (usually they are given at the same time).

3. In Mexico, mumps and rubella are usually not given. Therefore, if the child's immunization record from Mexico indicates that "sarampion" (measles) was given, record this date only on the measles line.

4. Hib may also be listed as HbCV or HbPV. It is an immunization against a certain virus that causes meningitis. It is usually given to children between 12 months and 3 years of age.

5. BCG is a vaccination against tuberculosis that may have been given to some children in Mexico. It is not a skin test for tuberculosis. If a child's immunization record shows that he/she received a BCG vaccination, record it in the immunization section. (Write it in under "Hib" or on the "comments" line.)

Comments Regarding Immunization Records
This is the place to make special notes about the immunization records. For example, if the parent states that the child's immunization record was left at the home base, indicate this and ask the parent if the child's immunizations are up to date and note this also. Remind the parents that it is important to have a record of their child's immunization with them as they move.

Initial IZ Status and Final IZ Status
For those children who have not attended at least 60 consecutive days of school in Colorado during the past year, the summer school nurse will evaluate immunization information that has been recorded by the recruiter/records clerk. After evaluating the immunization information, the nurse will check one of the boxes for "Initial IZ Status" - Complete, Incomplete, or Provisionally Complete. (Provisionally Complete means that child is not fully immunized but is not due for the next immunization in the series until a later date.)

For children who receive immunizations, the date of immunization should be recorded in this section.

At the end of the summer program, the nurse should note the final immunization status of these children - Complete, Incomplete, or Provisionally Complete.

Date of Last Skin Test (PPD or TINE) for Tuberculosis - Result
If the child did not attend at least 60 consecutive days of school in Colorado during the past year, the date of the last PPD or Tine Test should be recorded. (The PPD is the test in which a tine bubble is made on the inside forearm. The tine is the test in which four tiny prongs are pressed onto the inside forearm.) Check the immunization record, ask the parent, or check the Migrant Student Health Record. Make sure to indicate the date of the test and if the result is not known or is not recorded, put a "?" on the "RESULT" line.

Note: Some children may have had a BCG vaccination. This is not a test for tuberculosis and should be recorded in the immunization section.

Based on this information, the nurse will decide whether the student needs a PPD test during the summer program.

When screening or re-screening is done during the summer, results are recorded directly in this section by the health provider.

Dental Services
This section is to be completed by the dental hygienist.

Significant Health Problems
The nurse or dental hygienist should enter here any health problems that are determined to be significant and need to be recorded and highlighted on the computerized Migrant Student Health Record. Problems coded here should be ones that have been identified during the health program or are significant

health history problems (e.g., rheumatic fever, spina bifida). It is the responsibility of the school nurse to make certain that any significant health problems recorded on Part I of the HDEF are transferred and coded to this section on Part II. (Part I of the HDEF is <u>not</u> submitted for input to MSRTS.)

SAMPLE

HEALTH DATA ENTRY FORM PART I

SAMPLE

CHILD'S NAME Loma (LAST) Jose (FIRST) Luis (OTHER) YEAR: 1990

NICKNAME Pepe

DATE OF BIRTH May 14, 1983 SEX: (M) F ARE PARENTS SPANISH SPEAKING ONLY? (YES) NO

IS EITHER PARENT USUALLY HOME DURING THE DAY? mother - Tues. & Thurs. mornings

CURRENT ADDRESS P.O. Box 393 - Granada 81041 TELEPHONE 733-1496

DIRECTIONS Country Road 93 & 49 - Blue Trailer (neighbor)

HOME BASE ADDRESS P.O. Box 211 - Brownsville, TX 77012

MIGRANT STATUS (1) 2 3 YEAR IN WHICH LAST MOVED FOR AGRICULTURAL WORK: 1990

CHILD'S REGULAR DOCTOR La Clinica, Brownsville, TX (Dr. Garcia)

DENTIST La Clinica, Brownsville, TX (Dr. Lopez)

MEDICAID? (YES) NO STATE Texas OTHER INSURANCE? YES (NO)

HEALTH HISTORY Describe positive responses on the blank lines below; include name/address of doctor or clinic which can be contacted for further information.

YES/NO

(1) NO Has this child ever had tuberculosis, or ever had a positive reaction to a skin test for tuberculosis? ¿Ha tenido este niño/a tuberculosis, o una reacción positiva a la prueba de la piel para tuberculosis?

(2) Yes Has he/she ever had any problems with his/her vision or with his/her hearing? ¿Ha tenido problemas ver u oir bien? (If yes, determine if uses or is supposed to use glasses (lentes) or a hearing aid (audífono/aparato de oido).

(3) NO Has he/she ever had epilepsy, or ever had a convulsion or seizure? ¿Ha tenido epilepsia, o ha tenido una convulsión o ataque?

(4) Yes Has he/she ever had any kind of heart problem? Has he/she ever had a heart murmur? ¿Ha tenido un problema con el corazón? ¿Ha tenido un murmullo o soplo del corazon?

(5) Yes Has he/she ever had rheumatic fever? ¿Ha tenido fiebre reumática? (This must be a physician's diagnosis)

(6) NO Is this child allergic to any kind of medicine (including over-the-counter medicine)? Has he/she ever had a serious reaction, that is, worse than mild fever or achiness, after getting any immunizations? ¿Es alérgico/a a alguna medicina? ¿Ha tenido una reacción seria despues de recibir alguna vacuna, es decir, mas seria que tener poco fiebre o sentirse poco adolorido?

(7) Yes Does this child have allergies to food, plants, or animals? Does he/she have hay fever or asthma? ¿Es alérgico/a a comidas, plantas, o animales? ¿Ha tenido fiebre del heno o asma?

(8) ? Has this child ever had hepatitis? (Must be doctor's diagnosis) ¿Ha tenido este niño/a la hepatitis (o la piel amarilla)? Has anyone in your family had hepatitis in the last three months? ¿Ha tenido alguien en su familia la hepatitis durante los ultimos tres meses?

(9) Yes Is this child taking any medicines now, including medicines you can buy without a prescription? ¿Está tomando este niño/a alguna medicina ahora, inclusive medicinas que se pueden comprar sin una receta?

(10) NO Has this child ever had any operations, or been in the hospital for any reason? ¿Ha tenido algunas operaciones, o ha estado en el hospital por alguna razón?

(11) NO Has he/she had any serious illnesses, or serious injuries? ¿Ha tenido enfermedades serias, o heridas serias?

(12) Yes Do you have any special concerns about this child's health or about the way he/she is growing or developing? Are there any things this child has difficulty doing compared to other children his/her age? ¿Tiene Vd algunas preocupaciones sobre la salud de este niño/a, o sobre su creciendo o desarrollo? ¿Hay algo que su niño/a tenga más dificultad para hacer comparado a otras niños de su edad?

---

(2) Had glasses but broke 6 months ago
(4)+(5) Rheumatic fever - 3 years old. Has heart murmur - needs dental prevent
(7) Asthma since age 4 (Dr Garcia - La Clin)
(8) Right before moving, Dr Garcia thought Pepe might have hepatitis mother doesn't know what type - no meds given
(9) Alupent - 2 puffs when has asthma attack
(12) Toothache for 1 month

Signature of Recruiter Susan McMullen Date Health History Completed 5/24/90

Signature of Parent Maria Guadalupe Loma Date 5/24/90

WHITE: Health Record YELLOW: Regular-Year School

Reporter ID BSGR
Student # 6453806 NCV
Date: 8/7/90

SAMPLE

HEALTH DATA ENTRY FORM
PART II

Funded: Y ✓ N ___
Year: 19 90

GRADE 1

CHILD'S NAME Loma, Jose Luis NICKNAME Pepe DATE OF BIRTH May 14, 1983

LEGAL PARENTS' NAMES Jose Luis & Maria Guadalupe Loma

DID THIS CHILD ATTEND AT LEAST 60 DAYS OF SCHOOL IN COLORADO DURING THE REGULAR SCHOOL YEAR? Yes (No) IF YES, NAME OF SCHOOL N/A

IMMUNIZATIONS (Note: summer migrant health nurse will evaluate and update only for those children who did not attend at least 60 days of school in Colorado this year)

							Initial IZ status:	Complete ☐
V04.01	POLIO	6/25/88	8/30/88	7/2/89				Incomp ☒
V04.2	MEASLES	6/25/88						Prov Comp ☐
V04.3	RUBELLA	6/25/88						
V04.6	MUMPS	6/25/88					Final IZ status:	Complete ☒
V06.1	DPT	6/25/88	8/30/88	7/2/89				Incomp ☐
V06.12	Td				7/23/90			Prov Comp ☐
V03.8	Hib							

Comments re immunization records None

V74.1 DATE OF LAST SKIN TEST (PPD or TINE) FOR TUBERCULOSIS 7/89 RESULT ?

SCREENING			DATE	A/N/U	VALUE	RE-SCREENING DATE	A/N/U	VALUE	FINAL OUTCOME
V72.0	90760	VISION	6/21	A	R 20/40 L 20/50	6/27	A	R 20/40 L 20/50	Need glasses 7/23
V72.1	90760	HEARING	6/21	N					
V72.2	D0120	DENTAL SCREEN	6/21	A					
V72.2	D1120	DENTAL PROPHY	6/27	N					
V72.2	D1230	DENTAL FLUORIDE	6/27	N					
V72.80	90760	HEIGHT	6/21	U	45 1/2 in			in	
V72.81	90760	WEIGHT	6/21	U	50 1/4 lbs			lbs	
V74.1	86580	PPD	7/23	N	2 mm				
V78.0	85014	HCT	6/21	A	33	7/23	N	36	Resolved
V81.1	90760	BP							
V82.81	90760	SCOLIOSIS							
V20.2	90753	PE							

DENTAL SERVICES

V72.2 D1350 DENTAL SEALANTS COMPLETED 7/16 (date) PARTIALLY COMPLETED ___ (date)
COMMENTS ___
DENTAL TREATMENT COMPLETED ___ (date) PARTIALLY COMPLETED 7/23 (date)
COMMENTS Temporary filling

SIGNIFICANT HEALTH PROBLEMS If an abnormal screening was noted on the SCREENING section, do not repeat it here unless the abnormality was the result of another underlying problem which needs to be noted.

DATE	DIAGNOSIS	ICD-9 CODE	TYPE (A/C)	STATUS (U/R)	CPT CODE	A/N/U	PLAN/OUTCOME
5/24	Heart murmur	785.2	C	U	90160	A	Needs dental premed
6/18	Asthma	493.90	C	U	90160	A	TO cont with Alupent prn

WHITE: Health Record YELLOW: Data Input PINK: Regular-Year School Nurse

RECRUITER_____

DATE:_____

CHAPTER I MIGRANT EDUCATION PROGRAM
ACTION FORM

NAME OF FAMILY:_____

NO. IN FAMILY:_____ NO. OF SCHOOL AGE:_____

INTER_____INTRA_____FORMERLY_____

DESTINATION:_____

_____

NAME OF RECRUITER IN REGION OF DESTINATION:

_____
(please refer family to family contact person if one is employed in the school district the family has moved to.)

PLACE OF DEPARTURE:_____DATE OF DEPARTURE_____

NAME OF REFERRING RECRUITER:_____

NEED HELP WITH:

FOOD:_____ HOUSING:_____

CLOTHING:_____ LEGAL:_____

MEDICAL:_____ OTHER:_____

_____ _____

_____ _____

CONTACT FAMILY AT--ADDRESS:_____

_____TELEPHONE:_____

ASSIGNED OR POTENTIAL EMPLOYER:_____

ADDRESS:_____

APPENDICES

APPENDIX A
Crops and Agricultural Activities in Colorado

CROPS GROWN IN COLORADO

alfalfa
apples
apricots
asparagus
barley
beans
beets
broccoli
cabbage
carrots
celery
cherries
chile
corn
cantaloupe
cauliflower
cucumbers
egg plant
grains
hay
kohl
lettuce
melons
milo
mustard
nectarines
onion
peaches
peas
pears
peppers
pickles
plums
potatoes
pumpkins
raspberries
radishes
seeds
sorghum
sugar
sunflowers
spinach
squash
strawberries
tomatoes
trees
turnips
watermelons
wheat
zucchini

AGRICULTURAL ACTIVITIES IN COLORADO

chicken farm (feeding and slaughtering chickens)
cleaning ditches
cleaning stalls
cultivating
cutting sod
dairy farm (feeding and milking cows)
dock work
driving feed trucks
feeding cattle
forestry
irrigating
loading trucks
maintenance of farm equipment
packing house pets food
planting
plowing
poultry farm (feeding, slaughtering, etc.)
preparing soil
pruning
sheep shearing
sorting
sugar factory (sorting, processing, etc.)
trucking (hauling turkeys, etc.)
warehouse work
Western food plant (processing, etc.)

CROPS AND AGRICULTURAL ACTIVITIES BY MIGRANT PROGRAM AREA

Grand Junction/Montrose

Onions, corn, hay, tomatoes, zucchini, wheat, apricots, cherries, peaches, pears, apples, peppers, lettuce, broccoli, beans, potatoes, chile, cabbage, melons, alfalfa, barley, raspberries, plums, nectarines

Cleaning stalls, cleaning ditches, preparing fields, pruning, repairing farm machinery, feeding and milking cows, irrigating, forestry, plowing, planting, trucking, picking

Weld/Weld 6/Fort Collins

Onions, potatoes, cabbage, peppers, spinach, beets, pickles, beans, carrots, spinach, corn, alfalfa, wheat, pumpkins

Cleaning ditches, cleaning stalls, plowing, planting, preparing fields, turkey farm, chicken farm, dairy farm, sorting, pruning, repairing farm equipment, feeding cattle, milking cattle, irrigating, dock work, sheep shearing

South Platte

Corn, beans, grains, seeds, beets, hay, sorghum, sunflowers, wheat, potatoes, sugar, onions, pickles

Preparing fields, irrigating, sugar factory, packing house pets food, truck driving, planting

Boulder 2/Boulder 1/Brighton

Onions, cucumbers, spinach, corn, asparagus, lettuce, chile, broccoli, cabbage, squash, tomatoes, peppers, pumpkins, hay, wheat, barley, alfalfa,

carrots, grains, radishes, trees, turnips, beets, melons, mustard, kohl, cauliflower, eggplant, beans, peas, celery, strawberries

Irrigating, cultivating, sorting, cleaning warehouse, shipping materials, repairing farm machinery, loading trucks, preparing fields, planting, packing, hauling, turkey plant, transporting, working on docks, dairy farm, pruning

Denver/Commerce City

Onions, carrots, celery, squash, cucumbers, asparagus, chile, radishes, tomatoes, cabbage, lettuce, spinach, beets

Maintaining farm equipment, preparing soil, poultry farm, planting, irrigating, cultivating, pruning

San Luis Valley

Potatoes, barley, alfalfa, hay, cabbage, carrots, lettuce, peas, spinach, turnips

Warehouse work, sorting, maintaining farm equipment, preparing fields, irrigating, cultivating

South Central

Onions, hay, asparagus, cabbage, carrots, grains, lettuce, radishes, spinach, turnips, peppers, chile, corn, pumpkins, squash, melons, cucumbers, tomatoes, trees

Maintaining farm equipment, preparing fields, irrigating, cultivating, cutting sod, planting

Arkansas Valley

Onions, corn, hay, wheat, potatoes, asparagus, lettuce, spinach, cantaloupe, squash, tomatoes, watermelons, chile, cucumbers, beans, pumpkins

Maintaining farm equipment, preparing fields, irrigating, Western food plant

Southeastern

alfalfa, wheat, onions, barley, hay, corn, cucumbers, melons, milo

Preparing fields, maintaining farm equipment, irrigating, driving feed trucks

Burlington

Barley, wheat, corn, beets, beans, sunflowers, milo

Maintaining farm equipment, preparing fields, feeding cattle, irrigating

APPENDIX B
Answers to Eligibility Exercises

Question 1. Type: Intent/Refugee

No, because the initial intent of the families' move was not to obtain seasonal employment in agriculture or fishing-related activities. The intent was to seek refuge.

Question 2. Type: Move to join

Yes. This move was made within twelve months of the qualifying worker's LQM and therefore qualifies the family. The LQM for the children who moved to join this worker would be 9/5/89. The qualifying worker's move (location, date, and purpose) of 6/1/89 must be documented on the comments section of the COE.

Question 3. Type: Late identification

Yes. The LQM would be 4/4/88 (the activity - to cut asparagus from Laredo, Texas to Alamosa, Colorado). The migrant status is based on the most recent LQM, and therefore the children would be settled out. A total of six years of eligibility exist, always based on the most recent LQM.

Question 4. Type: Move to join within twelve months

Yes, the child does qualify even though he did not move to join his parents within one year of the family's LQM.

Question 5. Type: Children moving on their own

They all qualify - the intent to do agricultural work was there.

Question 6. Type: Children born after LQM

No, the last child does not qualify because he/she was born after the most recent LQM and therefore did not make the move.

Question 7. Type: Intent of move/Early move

Yes. The family's intent was to find employment cutting asparagus. The qualifying activity and crop would be "cutting asparagus." Since the date of the activity does not correspond with the agricultural activity the family was to later obtain, however, a comment must be made on the COE to clarify the circumstances of this early move.

Question 8. Type: Children left off the COE

Yes, the child is eligible. Add his/her name to the COE and explain in the comments section why the child was left off. Have the parents initial this addition, in Section I, to signify their knowledge that the kindergartner has been added to the COE.

Question 9. Type: Intent/Housing

Yes. The family is still migrant and is therefore eligible. The LQM and activity would remain the same as for the Boulder move, and the migrant status would be 3, not 2.

Question 10. Type: Industrial Survey

Yes. The family's migrant status would be 2, the LQM 4/4/90. The activity would be whatever they were employed to do at the packing plant. (This is true ONLY if an industrial survey was done on the packing plant.)

MSRTS
Inquiry Process

Information Center

Toll Free 1-800-643-8258

THE MIGRANT STUDENT RECORD TRANSFER SYSTEM'S

INFORMATION CENTER

INQUIRY PROCESS

NOW SERVES STATES NEEDING PLACEMENT INFORMATION ON THEIR MIGRANT STUDENTS BY DIALING **1-800-643-8258.**

AVAILABLE DATA MAY INCLUDE:

(1) **STUDENT NAME(S) SEARCH** - THE IDENTIFYING DATA FOR STUDENTS TO INCLUDE LAST NAME, FIRST NAME, SEX, DATE OF BIRTH AND PARENTS' NAMES. THIS DATA IS NECESSARY TO ACQUIRE THE STUDENT'S IDENTIFICATION NUMBER.

(2) **STUDENTS' IDENTIFICATION NUMBER** - THE REQUESTOR MUST HAVE THIS NUMBER BEFORE INQUIRIES CAN BE MADE ON STUDENTS' SUPPORTIVE DATA.

(3) **STUDENTS' RECORDS** - RECORD REQUESTS FOR ONE OR MANY STUDENTS EDUCATIONAL/HEALTH.

(4) **REPORTED SKILLS** - LAST REPORTED SKILLS IN THE AREAS OF MATH, READING, ORAL LANGUAGE AND EARLY CHILDHOOD.

(5) **STUDENTS' RECOMMENDED HIGH SCHOOL SCHEDULE.**

(6) STUDENTS' COMPUTER-ASSISTED PLACEMENT IN READING (**CAPR**)/COMPUTER-ASSISTED PLACEMENT IN MATH (**CAPM**) OPTIONS.

(7) STUDENTS **IMMUNIZATION** DATA.

THE ABOVE DATA IS AVAILABLE BY DIALING

1-800-643-8258

THE MSRTS INQUIRY PROCESS

Recently a new project was developed to assist states in the placement and enrollment process. The MSRTS Information Center Inquiry Process was designed to meet the unique needs of the field user by providing school personnel, recruiters, nurses and/or administrators with immediate data on currently migratory students. This information is shared with the authorized caller through a toll free 800 number.

This prompt and efficient means of inquiry alleviates the task of school personnel having to wait on the record to find out the grade level of a migrant student, his medical conditions etc.

The chosen vehicle to carry out such a unique and time saving process is the MSRTS Terminal Center with trained data entry specialists available to verify and respond to all inquiries. The operating hours are from 7 a.m. to 5:30 p.m. central standard time. This procedure is not designed to undermine the states terminal center but to enhance and influence the speed of the enrollment and placement process.

Attached is a graph depicting the various states activity which are currently utilizing the Inquiry Process. Activity is represented in thousandths.

GUIDELINES FOR USING THE INQUIRY PROCESS

1. The MSRTS Information Center will process inquiries only.

2. A letter of utilization must be received from the state director of migrant education in order to use system.

3. For each unique Facility ID (short school ID, an example is, NYABCD) used, a check will be made by the specialist. The caller's User ID can be used in lieu of a Facility ID.

4. If an inquiry screen for which you are making a request is not accessible, the specialist will ask that you leave your request and your call will be returned with the requested data.

5. Only Academic and Medical Records will be mailed to the requestor.

NOTE: For explanations of record sections refer to the MSRTS Users Manual.

PLAN OF OPERATION

The Migrant Student Record Transfer System (MSRTS) Information Center Inquiry and Request process may be implemented at the school plant level. School personnel using this process may call the toll free 800 telephone number at the MSRTS Information Center.

The MSRTS has recognized for years the need for schools to have placement information as soon as the students arrive at the school. We are now offering our toll free telephone number to schools. This will allow them to obtain placement information by calling the Information Center between the hours of 7:00 a.m. and 5:30 p.m. CST.

I. **REQUESTOR IDENTIFICATION PROCEDURE**

A. Procedures for using the MSRTS Inquiry System requires the following:

1. Dial 1-800-643-8258 and inform the MSRTS Receptionist that you would like to make an inquiry. She will then refer you to the MSRTS Terminal Center.

2. Our trained specialist will ask for the following:
-name of the requestor
-telephone number of the facility
-MSRTS facility identification code, Provider ID, Reporter ID or the User ID (the Provider, Reporter and Facility IDs all consist of six letters, the state abbreviation and four letters (FLABCD). The User ID consists of the state abbreviation and four numbers (CA1234). All ID numbers or letters are assigned by the MSRTS computer.

3. The specialist will ask you to "please hold" while your Facility ID is being verified.

4. The specialist will ask for the complete name of your facility as on the MSRTS data base. If you are correct you may proceed with the process.

II. **THE INQUIRY/REQUEST PROCEDURE**

If the verification process is successful the specialist will ask which one of the following options you wish to use to inquire for information or make a record request:

OPTIONS

A. Name Search (this option is for students whose numbers are not available or for students new to the MSRTS)

B. Student Number (eight number and three letters, indicate that it may be on the MSRTS, 12345678 ABC).

OPTION - A - NAME SEARCH

If you choose option A you are to provide the specialist with the following information:

1. Last name, first name and middle initial of the student
2. Sex (M-male, F-female)
3. Birth date (using six numbers, 010186, month-date-year
4. Parents' first names

The specialist will give you a status of the name search. If the student is not on the MSRTS you will be given the following options.

1. Contact your data entry specialist in your state to create and enroll the student

2. We will create a number with the minimum of data to include
   - the enrolling facility ID
   - student's complete name
   - a birth verification of N will be used automatically
   - parents names as given

NOTE: Option 2 is only used with the consent of the requestor, he/she must tell their state's data entry specialist that the identification number is new and must be updated. This means that no SH data exists for the student and only the minimum of identifying data is on the record. This psuedo number will automatically be deleted from the MSRTS data base at the beginning of each month. As the month nears the end the specialists will inform the caller of the approximate number of days remaining to enroll on the psuedo number before it is deleted.

If the name search results in an identical match on the MSRTS, the specialist will give the requestor the student's identification number and ask if additional information is desired (refer to request list in Section III).

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OPTION - B - STUDENT NUMBER

If you choose option B the specialist will ask for the MSRTS student number.

1. If the number is invalid, the specialist will ask for the student name, sex, birth date and parents' names. If no information is obtained you will be referred to the options of option **A.**

2. If the number is valid you will be asked if you wish to make a record request or the section(s) of inquiry.

III. INQUIRY AND REQUEST ITEMS

A. RECORD REQUEST

Requests may be made for either academic or medical records or both

III. INQUIRY AND REQUEST ITEMS - cont'd

B. MATH SKILLS

Math skills may be requested as mastered or understudy.

If mastered the requestor will receive:
-Math skill code, double edged indicator and mastery date
-Up to three skills dated within the last semester

If understudy the requestor will receive the following:
-Math skill code and double edged indicator
-Up to three skills dated within the last semester

C. READING SKILLS

Reading skills will be reported as understudy.

The requestor will receive the following:
-Reading skill code and instructional level
-Up to three skills dated within the last semester

D. ORAL LANGUAGE

Oral language skills will be reported as understudy

The requestor will receive the following:
-Oral language code and language indicator
-Up to three skills dated within the last semester

E. EARLY CHILDHOOD

Early childhood skills will be reported as understudy

The requestor will receive the following:

-Early childhood skill text and code descriptor
-Up to three skills dated within the last semester

F. RECOMMENDED HIGH SCHOOL CLASS SCHEDULE

The requestor will receive the following:
-Course title
-Grade level
-Grade
-Term and year
-The most recent schedule not to exceed one year back

G. COMPUTER ASSISTED PLACEMENT IN READING(CAPR)/
COMPUTER ASSISTED PLACEMENT IN MATH(CAPM)

CAPR/CAPM Inquiry Options

1. The requestor may provide the following for option 1:
-Facility ID
-Student number
-Publisher/series code(s) - up to 5

The requestor will receive the following cross-reference information:

READING

-The latest three skills/instructional levels, publisher/series and the cross-reference information. (If 5 publishers/series are submitted the requestor will receive 3 skills and 15 cross-references)

OR

MATH

-The latest three skills understudy with the double edged indicators when attached. (If 5 publishers/series are

submitted the requestor will receive 3 skills and 15 cross-references)

REFERENCE INDICATORS

-Publishers name (the publishers will only be given once if the next cross-reference for the skill is contained in the same publisher)

-Series name (series name will be repeated even if the cross-reference is in the same series)

-Book name and reference in the book that covers the reported skill.

2. The requestor may provide the following for option 2:
-Facility ID
-Skill code(s) and instructional level - up to 3
-Publisher/series code(s) - up to 5

The requestor will receive the following cross-reference information:

READING

-The latest three skills/instructional levels, publisher/series and the cross-reference information. (If 5 publishers/series are submitted the requestor will receive 3 skills and 15 cross-references)

OR

MATH

-The latest three skills understudy with the double edged indicators when attached. (If 5 publishers/series are submitted the requestor will receive 3 skills and 15 cross-references)

REFERENCE INDICATORS

-Publishers name (the publishers will only be given once if the next cross-reference for the skill is contained in the same publisher)
-Series name (series name will be repeated even if the cross-reference is in the same series)
-Book name and reference pages in the book that cover the reported skill.

3. The requestor may provide the following for option 3:
-Facility ID
-Student number
-If the building material profile (BMP) is on the MSRTS **Do Not submit publisher and series** if the BMP is **not** on the MSRTS publisher and series **must** be submitted.

The requestor will receive the following cross-reference information:

READING

-The latest three skills/instructional levels, publisher/series and the cross-reference information. (If 5 publishers/series are submitted the requestor will receive 3 skills and 15 cross-references)

OR

MATH

-The latest three skills understudy with the double edged indicators when attached. (If 5 publishers/series are submitted the requestor will receive 3 skills and 15 cross-references)

REFERENCE INDICATORS

-Publishers name (publishers will only be given once if the cross-reference for the skill is contained in the same publisher)

-Series name (series name will be repeated even if the cross-reference is in the same series)
-Book name and reference pages in the book that cover the reported skill.

4. The requestor may provide the following for option 4:
-Facility ID
-Skill code(s) and instructional level - up to 3
-If the BMP is on the MSRTS **Do Not submit** publisher and series if the BMP is **Not** on the MSRTS a publisher and series must be submitted.

The requestor will receive the following cross-reference information:

READING

-The latest three skills/instructional levels, publisher/series and the cross-reference information. (If 5 publishers/series are submitted the requestor will receive 3 skills and 15 cross-references)

OR

MATH

-The latest three skills understudy with the double edged indicators when attached. (If 5 publishers/series are submitted the requestor will receive 3 skills and 15 cross-references)

REFERENCE INDICATORS

-Publishers name (publishers will only be given once if the next cross-reference for the skill is contained in the same publisher)
-Series name (series name will be repeated even if the cross-reference is in the same series)
-Book name and reference pages in the book that covers the reported skill.

G. IMMUNIZATION INQUIRIES

The requestor will receive the following information:

-Names and dates of all immunizations requested. When a health facility is inquiring for information or requesting records, the Provider, Reporter or User IDs may be required.

IV. EVALUATION

An evaluation of the effectiveness of the inquiry process will be done by the MSRTS. Evaluation forms will be sent to you and a deadline indicating when to return the forms will be announced.

V. RECORD KEEPING

The staff of the Information Center suggest that a record keeping system be maintained. Attached is a copy of the Information Center's data collection form. You may use all or part of it when inquiring or requesting records.

WHO SHOULD UTILIZE THE SERVICE?

Oft times people never utilize or recognize the benefits of a product or service because they feel that it was not designed for them. With the Inquiry Process this has been known to happen. Fortunately this service can be utilized from the school personnel level to the state office level and all those in between.

We highly recommend that the following people utilize the service:

-Teachers
-Nurses
-Recruiters
-Record Clerks
-Data Entry Specialists.

In order for you to feel comfortable with the service we will briefly outline how the above users can incorporate the inquiry process into their regular job routine.

TEACHERS

What is the first thing that a teacher needs to know about a transfering student? Where to place he or she. If the student is a migrant student this information is even more valuable to the receiving school. Why not call a toll free number and receive placement information immediately?

Procedure

- Dial 1-800-643-8258

- Give the MSRTS trained data entry specialist your Short School ID

- If you have a student number, give the specialist the student's number. She will give you any supportive data on the data base to include and not limited to if requested:

  . Skills Information
  . Language for Instruction
  . Special Education Contact Data
  . Secondary Credit Data
  . Health Information

- If you don't have a student number, give the specialist the minimum of identifying information for your student:

  . Last Name of Student
  . First Name of Student
  . Middle Initial
  . Date of Birth
  . Sex
  . Legal Parents First Names

- If there is a match on the MSRTS Data Base for your student the specialist will give you the student's number and any requested supportive data.

- If there is no match on the MSRTS Data Base the specialist will refer you to your data entry specialist or ask if you want a psuedo number created.

NURSES

A very critical and vital area of a child's education is his or her health. This area is often overlooked relative to updating. The schools are often satisfied if they have a "shot record" in hand. The MSRTS has viewed migrant education holistically since its inception. Naturally health then plays a key role in meeting the needs of the user.

How can the Inquiry Process assist nurses and health personnel?

Procedure

- Dial 1-800-643-8258

- Give the MSRTS trained data entry specialist your Short School ID, Provider, Reporter or User ID

- If you have a student number, give the specialist the student's number. She will give you any immunization data, screens and lab information, health problems as listed on the data base

- If the requested information is not on the data base, the specialist will inquire on the last enrolling school and give you the name and telephone number of the contact person

- If necessary, MSRTS will call the Migrant Health Referral Project to find out the requested information and call you back.

- If you don't have a student number, give the specialist the minimum of identifying information for your student:

  . Last Name of Student
  . First Name of Student
  . Middle Initial
  . Date of Birth
  . Sex
  . Legal Parents First Names

- If there is a match on the MSRTS Data Base for your student the specialist will give you the student's number and any requested data if on the data base.

RECRUITERS

Identifying a migrant student is not as simple as one might think but there is a solution. The MSRTS toll free number can be used to aide recruiters in the identification of migrant students. The MSRTS Inquiry Process coupled with familiarity of the federal guidelines, and state policy can make the recruiters job becomes a labor of love and not of futility. How can we assist the recruiter in the verification process?

Procedure

- Dial 1-800-643-8258

- Give the MSRTS trained data entry specialist your Short School ID or User ID

- If you don't have a student number, give the specialist the minimum of identifying information for your student:

  . Last Name of Student
  . First Name of Student
  . Middle Initial
  . Date of Birth
  . Sex
  . Legal Parents First Names

- If there is a match on the MSRTS Data Base for your student the specialist will give you the student's number and any requested supportive data.

- If there is no match on the MSRTS Data Base the specialist will refer you to your data entry specialist or ask if you want a psuedo number created.

- If you have a student number, give the specialist the student's number. She will give you any supportive data on the data base to include and not limited to if requested:

  . Skills Information
  . Language for Instruction
  . Special Education Contact Data
  . Secondary Credit Data
  . Health Information

RECORDS CLERK/DATA ENTRY SPECIALIST

Initially it was thought the Inquiry Process would benefit school level personnel only. By evaluating the process after the first year of implementation it reflected that data entry specialists could benefit from the service during high impaction periods. Summer school and regular enrollment times restricted data flow.

In an effort to eliminate the lack of student records when they are needed the most (six weeks for summer school), it was decided to allow data entry specialists to utilize the toll free number. How does using the 800 number speed the record turn around? How can using the 800 number speed the enrollment process?

By working with your school level personnel, recruiters, etc., a system can be devised to achieve the vital rapidity in turn around time. That is, allow them to have the students' number on the certificate of eligibility.

Procedure

- Dial 1-800-643-8258

- Give the MSRTS trained data entry specialist your Short School ID

- If you have a student number, give the specialist the student's number. She will give you any supportive data on the data base to include and not limited to if requested:

  . Skills Information
  . Language for Instruction
  . Special Education Contact Data
  . Secondary Credit Data
  . Health Information

- If you don't have a student number, give the specialist the minimum of identifying information for your student:

  . Last Name of Student
  . First Name of Student
  . Middle Initial
  . Date of Birth
  . Sex
  . Legal Parents First Names

- If there is a match on the MSRTS Data Base for your student the specialist will give you the student's number and any requested supportive data.

- If there is no match on the MSRTS Data Base the specialist will refer you to your data entry specialist or ask if you want a psuedo number created.

RECRUITING TIPS

REFERENCE MATERIALS

Maintain a packet of information about your district. Keep these materials handy so you can share them with your families. Include the following items in your reference kit:

- District graduation requirements
- Handbooks from the schools in your district
- District and school attendance requirements
- Bus schedules
- Holiday schedules
- School board policy
- Parent conference days
- Schedule of field trips
- Handy information for new residents (locations and phone numbers for utility services, phone company, social service agencies, fire departments, etc.)
- Migrant Education Program information
- Alternative educational program information

HOME VISITS

Accompany an experienced recruiter on home visits if you are just starting out. Even if you are an "old pro" yourself, you may pick up some tips from another recruiter.

Take school officials on home visits. The project director, superintendent, principals, and others may be interested in accompanying you on a home visit occasionally. Such visits can break down many barriers.

Take along something useful to give to parents or children. One state distributes a calendar with information in two languages on immunizations, nutrition, the migrant education program, schools schedules, and so on. Another state gives out free books for children. You can request free copies of brochures from the state health department, county social services agencies, and so on. Be creative!

Take your own children along on home visits occasionally. They can really help break the ice.

RECRUITING AT SCHOOL REGISTRATION

Once preregistration begins, set up a table at each school and have all parents pass by to be screened for eligibility. Those who qualify should be signed up on the spot. Enlist other migrant staff to help staff the tables at the different schools in your district. Follow up with a home visit for difficult or questionable cases.

COE

Take the old COE when you visit a migrant family. Compare the last LQM with what they are saying now. Sometimes they will give different dates for the same move, and you may be able to clear up any confusion.

Confirm the genders of all children listed on the COE. Some names, such as Guadalupe or Matilde, can be either boys' or girls' names. Don't assume anything.

GENERAL HINTS

Have calling cards printed up. Include your name, title, address, and phone number. Give out the cards freely everywhere you go, and encourage people to

call you. Attach them to brochures and posters advertising the program.

Keep a card file of all of the families you have interviewed, including those who have been declared ineligible. When approached by a new family, consult the file to be sure you have not already interviewed them.

GLOSSARY OF TERMS AND ABBREVIATIONS USED IN THIS MANUAL

AVERAGE PER-PUPIL EXPENDITURE - The total amount of state and local money spent on public elementary and secondary education in the state (or nation) divided by the number of children in public elementary and secondary schools in the state (or nation).

CERTIFICATE OF ELIGIBILITY (COE) - The document used in the Colorado Migrant Education Program to document eligibility of migrant children residing in the state and/or enrolled in the MSRTS.

CHAPTER 1 ESEA - The largest federal aid program to state and local education programs for educationally disadvantaged children.

ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) - This act, passed in 1965, included provisions under Chapter 1 to fund projects to help educationally disadvantaged children. In 1966, the act was amended to serve migrant children.

FULL TIME EQUIVALENT (FTE) - Pertaining to students, a count of one or a number of children who reside in an area for 365 days, or 180 days for regular school. Pertaining to staff, one full-time staff person.

IDENTIFICATION AND RECRUITMENT - The process used to find migrant children, certify them eligible, enroll them in the MSRTS, and determine their needs for services.

LOCAL EDUCATION AGENCY (LEA) - A board of education or legal authority having administrative control over public education in a county, township, or school district; for example, a school district.

MIGRANT CHILD - A child who moves with a parent or guardian or member of immediate family across school district boundaries to seek or obtain employment in agriculture, horticulture, or fishing-related activities.

MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS) - The computerized record system that transfers a migrant child's academic and health records from school to school throughout the nation.

MONITORING - Seeing that the project application and operations follow federal and state rules for Chapter 1 Migrant Education.

STATE EDUCATION AGENCY (SEA) - The state officer or office responsible for supervising public secondary and elementary education in the state; the Colorado Department of Education.

CAMP	College Assistance Migrant Program (federal financial assistance to migrant students for post-secondary education)
COE	Certificate of Eligibility
FERPA	Family Education Rights and Privacy Act (legislation that protects the rights and privacy of information obtained from students and their families)
FTE	Full Time Equivalency
GED	General Education Development (a certificate that attests to the completion and passing of high school required subjects in place of a high school diploma)
HDEF	Health Data Entry Form

HEP	High School Equivalency Program (a residential program that assists high school dropouts to obtain a GED)
JTPA	Joint Training Partnership Act (an act of Congress in 1983 that provides for job training; formerly the Comprehensive Employment Training Act or CETA)
LEA	Local Education Agency
LQM	Last qualifying move (the last move a child made with or to join a parent/guardian to enable the latter to obtain agricultural or fishing work)
MINI PASS	Mini Portable Assisted Study Sequence (junior high level Portable Assisted Study Sequence program)
MSHR	Migrant Student Health Record
MSRTS	Migrant Student Record Transfer system
PAC	Parent Advisory Committee/Council (advisory group composed mostly of parents whose children are involved in local and state migrant programs)
PASS	Portable Assisted Study Sequence (a program giving high-risk secondary students an opportunity to make up credits needed to fulfill graduation requirements by completing a portable study packet)
PPE	Per-Pupil Expenditure
SEA	State Education Agency